

This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

+ *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.

+ *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.

+ *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.

+ *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at `http://books.google.com/`

HARVARD UNIVERSITY



LIBRARY OF THE

GRADUATE SCHOOL
OF EDUCATION

THE

JOURNAL OF EDUCATION

FOR

Upper Canada:

EDITED BY

THE REVEREND EGERTON RYERSON, D.D.,

CHIEF SUPERINTENDENT OF EDUCATION.

ASSISTED BY J. GEORGE HODGINS, LL.B.,

DEPUTY SUPERINTENDENT.

VOLUME XIII.—FOR THE YEAR 1860.



TORONTO:

PRINTED BY LOVELL AND GIBSON, CORNER OF YONGE AND MELINDA STREETS.

TERMS:—ONE DOLLAR PER ANNUM, IN ADVANCE.

1860.

~~Educ P 178.4~~

Educ P
178.4
v. 13-14
1860-61

HARVARD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
LIBRARY

ALPHABETICAL INDEX TO VOLUME XIII.

N.B.—THE FIGURES INDICATE THE PAGES.

A.

About's Roman Question, 30.
Advertisements, 16, 32, 48, 64, 80, 111, 160, 176.
Algiers, Education in, 102.
American Public Schools in various States, 41, 43.
Apparatus, necessity of, in Public Schools, 19.
Apportionment, Legislative, for 1860, 73.
Arctic Expedition, 145, 146, 188.
Auditors, School, 182.

B.

Belleville, The Prince at, 137.
Biographical Sketches:
Washington Irving LL.D., 8.
Prof. George Wilson, M.D., 8.
Thomas DeQuincey, Esq., 9.
The Schiller Festivals, 9.
Henry Fisher, Esq., 44.
Hon. James Crooks, M.L.C., 44.
George Brouse, Esq., 44.
Sir William Napier, K.C.B., 44.
Prof. C. A. Goodrich, D.D. 77.
S. G. Goodrich, Esq., 77.
Hon. John Wilson of Saltfleet, 94.
Peter Schofield, Esq., M.D., 94.
Hon. Judge Chabot, 94.
William Woodruff, Esq., 108.
Sir Charles Barry, K.B., 109.
G. P. R. James, Esq., 110.
Sir Brenton Haliburton, K.B., 125.
Hon. James Molson, 125.
James McDonald, Esq., 125.
Sir George Simpson, K.B., 154.
Hon. Peter McGill, 154.
A. F. Holmes, Esq., M.D., 155.
Herbert Ingram, Esq., M.P., 155.
Joseph Locke, Esq., M.P., 166.
Rt. Hon. James Wilson, 166.
Hon. John Macdonald, 167.
Hon. P. B. DeBlaquière, 167.
Books, Short Critical notices of:
Webster's Dictionary, 13.
Dawson's Archaia, 13.
The U. E., a Tale of U. C., 14.
The White Hills, 28.
American Almanac, 30.
Biography of self-taught men, 30.
About's Roman Question, 30.
Ashton's mothers of the Bible, 30.
Old South Chapel, 30.
Six juvenile books, 30.
Annuals, 30.
Periodicals, 30.
Sketches of the P. E. Church, 30.
Reviews and Blackwood, 30.
Manual of Public Libraries, 47.
Glossary of English Words, 47.
Guide to a knowledge of life, 47.
Origin of species, 47.
Memoirs of James Wilson, 47.
Life of Rev. Richard Knill, 47.
The Missing Link, 62.
Haste to the Rescue, 62.
The Cottage and its visitor, 62.
Arctic Explorations, 62.
Life of Dr. Kane, 62.
Life in Spain. 63.
Modern History, 63.
American Literature, 63.
Brazil and the Brazilians, 79.
Self-help, 79.
The Queens of Society, 143, 157.
The Habits of Good Society, 143.
Tate's Philosophy, 144.
Paley's Evidences, 144.
Juveniles, 144.
The Educationalist, 144.
Worcester's Dictionary, 157.
Studies in Animal life, 157.
History of Canada, 187.
Lewes' Physiology of Common Life, 187.
Popular Preachers of the Ancient Church, 187.
Andersen's Sand-Hills of Jutland, 181.
Boston, Public Library at, 15.
" The Prince at, 151.
Botany, Canadian, 32.
Brewster, Sir David, speech of, 117.
Brock, Sir Isaac, 173.
Brockville, The Prince at, 137.
Brougham, Lord, 24, 47, 113, 161, 177.

C.

California, Population of, 61.
Canada, The Railway statistics of, 5.
" Education in, 20.
" The Fisheries of, 107.
" " Titanium ores of, 108.
Canadian Institute, officers of, 15.
" Maps, Manufacture, 60.
Canadian Veterans of 1812, 120.
Certificates, Provincial, 22nd Session, 2.
China, The population of, 60.
Classical Subjects, Papers on:
Ancient Shields, 9.
Repasts of the Ancients, 9.
Cobourg, The Prince at, 137.
Coleridge, Rt. Hon. Sir John, speech of, 162.
College, Maynooth, Visitors of, 127.
College, various, Visit of the Prince to, 135, 126, 139, 140, 142, 151.
Collingwood, The Prince at, 138.
Colonial Subjects, Papers on:
Education and Science in Canada, 20.
Education in Lower Canada, 20.
The future of British America, 22.
British Colonial Possessions, 59.
British North Am. Colonies, 59.
The position of Canada, 59.
Progress of New Brunswick, 60.
Hudson's Bay Company, 60.
French Colonization, 60.
Railroad System in Canada, 77.
Chateauguay and Queenston Heights, 78.
British and Colonial History, 111.
Fort Niagara 100 years ago, 111.
Brockville prison library, 111.
Table of Colonial precedence, 170.
Influence of public works on private property, 170.
Canadian Veterans of 1812, 170.
Niagara Falls Museum, 170.
Bishop's College, Lennoxville, 171.
Compass, Natural, 58.
County School Conventions, 1, 33.

D.

Coutts, donation to Oxford, 47.
Coutts, Miss, address 25.
DeBlaquière, Hon. P. B, 167.
Departmental Notices (end of each number.)
DeQuincy, Thomas, 9.
Draper, Hon. W. H., speech of, 49.
Dundas Female College, 31.

E.

Earthquake in Canada, 188.
Editorial:
Holidays and vacations in the Common and Grammar Schools, 105.
Appointment of School Auditors, 182.
Annual School Meetings—Duties of Chairman and Electors—Appointment of School Auditors, 183.
Normal School, 105.
Newly revised terms of admission into the Normal School, 105.
Provincial Normal School Certificates, 22nd Session, 105.
Education in New Brunswick, 78.
" in the principal countries of the world, 97.
Education, in Ireland, 100.
Education in Scotland, Rev W. Fraser on, 100.
Education in Tuscany, 101.
" in Algiers, 102.
" Roman Catholic, in England, 127.
Education in various American States, 41 to 44.
Education, Papers on Practical:
Our winter schools, 10.
Patience in the school room, 10.
How I succeeded in teaching spelling, 10.
The Female Teacher, 10.
Harriet Martineau on female education, 11.
School furniture, 11.
Local Museum collections in schools, 11.
Superiority of the educated, 11.
Miss Coutts' address to schoolmistressess. 25.
Short rules for teachers of Common schools, 26.
The education most needed, 26.
We should have educated farmers, 27.
Responsibilty of parents and teachers, 45.
Do we not expect too much from our pupils, 45.
Overtasking children in school, 45.
The child's heart goes to school as well as his body, 45.
Subjects too little taught in our schools, 57.
Value of historical knowledge, 57.
Children our future rulers, 57.
Girls' rights, 57.
Overtaxing the mind, 76.
Transcribing *versus* Education, 76.
Hints on oral teaching, 77.
Education—the first step in good farming, 93.
Benefit of teachers' associations, 93.
Means of securing punctuality and regularity in school, 103.
Competitive examinations, 122.
On the exercises and amusements of boys and girls, 123.
Aid to female schools, Cape of Good Hope, 124.
The holidays a great boon, 124.
Education of boys and girls in the same school, 155.
A word to young teachers, 156.
Monotony in school exercises, 168.
School house influence on the morality of our schools, 168.
Condition of our school houses, 168.
How to make desks and seats, 169.
Programme for drawing, 169.
Value of Evening Schools, 181.
Evening Classes, King's College, 181.
Value of Teachers' Associations, 182.
Educational Intelligence (end of each No.)
Educational question in Ireland, 100.
Educational Department, Visit of the Prince to, 139.
Educational Department, Illumination of the, 140.
Educational prizes, Prince's, 144.
England, Railways in, 5.
" Circulating libraries in, 19.
" Descendants of great men in, 23.
England the centre of the earth, 173.
English in No. way schools, 103.
Evening Schools, 181.

F.

Farewell address to the people of Canada, The Prince's, 142.
Franklin, Lady, gold medal presented to, 107. Visit of
Free schools, Resolutions at County School Conventions, 38.
French colonization in America, 60.

G.

Geographical Discoveries, Late, 6.
German perseverance, 16.
Girard College, Philadelphia, The Prince's visit to, 150.
Goodrich, S. G. (Peter Parley) 77.
Grammar School Meteorological observations, 2.
Grammar School Masters, Circular to, 3.
Grammar School Resolutions at County school Conventions, 36.
Grammar School, Model Examination, 119.
Grammar School Scholarships, Toronto, 121.
Grammar School, Model, 126.
" " Inspectors, 126.
Gymnastics, value of national, 71.
Gymnasia in Colleges, 72.

H.

Haliburton, Sir Brenton, 125.
Hamilton, The Prince's visit to, 141.
" Central School, 141.
Hincks, Rev. William, speech of, 52.
Hudson's Bay Company, 60.

I.

India, Railroad system of, 5.
Ireland, Elementary Education in, 100.
Ireland, Educational question in, 100.
Ireland, The Queen's Colleges, 100.
" National Education in, 175.
Irish National Education system, 63.
Irving, Washington, 8.

K.

Kingston, The Prince at, 137.

L.

Lewis, Rev. Dr. J. T., 52, 163.
Library in London, England, 30.
" Astor, 180.
Libraries, Value of public school, 17.
Libraries, English, Circulating, 19.
Libraries, Necessity of, in the public schools, 17.
LIBRARIES, Common School, in the United States and Canadas:
Various states; Upper and Lower Canada, 65, 68.
School library in Blanchard, 70.
The proper books for Canada, 70.
Story books for children, 70.
Immense libraries, 70.
Police libraries in New York, 71.
Literary and Scientific Intelligence (end of each No.)
Liverpool, Business at Port of, 61.
London, Working men's College 15.
London, U. C., The Prince at, 140.
" Charities, Income of, 61.

M.

MACAULAY, LORD, Papers on, 22 to 24.
McCaul, Rev. John, speech of, 51.
McGill, Hon Peter, 154.
Magic Lantern in teaching, 19, 186.
Marine College in England, 48.
Massachusetts, Public schools of, 41.
Meterological Observations in Grammar Schools in Upper Canada, 2.
MISCELLANEOUS:
The Heir Apparent to the Crown of England, 12.
A young man's hour of peril, 13.
Crowding into the professions, 13.
Household influences, 13.
Teachers' mismanagement of pupils, 27.
How to treat dull children, 28.
A story for youth, 28.
Fidelity, 28.
Physiology of rest on the Sabbath day, 29.
Egyptian Astronomy verified, 29.
The London *Times'* life log, 29.
Boy smoking in France, 29.
Photography in England, 29.
The young Queen—a beautiful incident, 46.
The Queen and her children, 46.
Brougham and Gladstone, 47.
The new great seal of England, 62.
The various silk fabrics, 62.
Manufacture of penny postage stamps, 62.
Secret of England's greatness, 78.
Queen Victoria's integrity towards her father's creditors, 78.
Prince Alfred's discipline, 78.
Teachers and nurses in the Queen's household, 79.
Ornament your school grounds, 79.
Evening prayer, 110.
Charity never faileth, 110.
The power of the voice over children, 126.
Affection as an engine of education, 126.
Landing of the Loyalists in New Brunswick, 143.
The school a family, 143.
How to get a school clock, 143.
Rival English Dictionaries, 157.
Directions from a parent to his son on entering the mercantile business, 173.
A score of impolite things, 174.
The Oxford middle class examinations, 174.
The Magic Lantern, its uses and construction, 186.
Mississippi, Marvels of the, 173.
Montreal, The Prince at, 138.

N.

Napier, Sir William, 44.
Naples, 142.
NATURAL HISTORY, Papers on:
Artificial salmon breeding, 27.
Interesting botanical study, 45.
To boys.—Destruction of birds forbidden in Germany, 58.
Death among gold-fish, 58.
Sounding shells, 58.
Natural compass, 58.
Agricultural Distribution by United States patent office, 58.
The fisheries of Canada, 107.
Salmon spearing—its destructive effects, 107.
The Titanium ores of Canada, 108.
New Brunswick, The progress of, 60.
" " Education in, 78.
" " Landing of the loyalists in, 143.
Newfoundland, The Prince in, 131.
New Jersey, Public Schools in, 43.
New York, The Prince in, 150,
" " Public Schools in, 42.
North West passage, 145.
Normal School, Holidays, vacations of the, 104.
Normal School, Next session of, 105.
" " The revised terms of 105.
Normal School Provincial certificates 22nd Session, 105.
Normal School, Distinguished visitors at the, 144.
Norway schools, English in, 103.

O.

Orientals at Cambridge, 174.
Ottawa, The Prince at, 136.
Oxford, Eng., A Canadian at, 126.
" East, Ca, Education in, 144
" Eng., middle class examinations, 174.

P.

Palmerston, Speech of Lord, 177.
Pennsylvania, Public Schools in, 43.
Peterboro', The Prince at, 138
Photography, in England, 29.
PHYSICAL EXERCISE, Papers on:
Healthy games—Cricket, 71.
Value of national gymnastics, 71.
Physical games in colleges and schools, 71.
Gymnasia in colleges, 72.
A social necessity, 72.
Military drill in public schools, 72.
Boston, college boat races, 72.
PHYSICAL GEOGRAPHY, Papers on:
Saguenay River of Canada, 171.
First discovery of the Great Salt Lake, Utah, 172.
Vegetation at the Red River, 172.
Marvels of the Mississippi, 173.
PHYSIOLOGY AND HEALTH, Papers on:
Health and what promotes it, 12.
Physiological fact in regard to vocal music in schools, 12.
Facts in physiology, 12.
Purification of foul water, 59.
Instantaneous disinfection, 59.
Necessity of upper and lower ventilators in a school room, 59.
Single and double desks, 59.
POETRY:
Winter scenes, 12.
The red flag of England, 27.
The green moss, 46.
Spring, 61.
The Union Jack, 78.
Pray for the little ones, 110.
Nah-nee-bahwe-qua, 126.
Welcome to Canada, 142.
Naples, 156.
The death of Wolfe, 173.
Sir Isaac Brock, the U.C. hero, 173.
The Orphan's Dream at Christmas, 186.
Polar Sea, Expedition to, 107.
Portland, The Prince at, 152.
Precedence, Table of Colonial, 170.
PRINCE ALFRED under discipline, 78.
Prince Alfred at the Cape of Good Hope, 153.
Prince of Wales, Visit to North America, 129, 142, 153.

Q.

Quebec, The Prince at, 132.
Queen, Sketches of the, 153.
Queen, The young, 46.
" Victoria's integrity to her father's creditors, 78.
Queen, Anecdotes of the, 154.
Queen, Teachers and nurses in the household of the, 79.
Queenston Heights, 132.

R.

RAILWAYS, Papers relating to:
Crossing of the first train on the Victoria Bridge, 4.
Railway statistics of Canada. 5.
Railways in England, 5.
Railroad system of India, 5.
Red River, Education in the, 44.
" " Vegetation of the, 172.
Reformatory Prison, Penetanguishene, A visit to, 56.
Roman Catholic Education in England, 127.
Roman Question, About's, 30.
Russia, Population &c., of, 61.
" Telegraphs and Railroads in, 61.
Ryerson, Rev. Dr., Speeches of, 50, 118.

S.

Sabbath, Prince Alfred's respect for, 46.
Salmon breeding, Artificial, 27.
Sarnia, The Prince at, 140.
School Act of U. C., 81, 83.
School discipline, 167.
" lands in U. C., 63.
SCIENTIFIC SUBJECTS, Papers on:
Total eclipse of the sun, 106.
The way to tell the time of night by the stars, 106.
American expedition to the alleged open Polar Sea, 107.
Gold medal presented to Lady Franklin, 107.
The Hayes' Arctic Expedition, 188.
Earthquake in Canada, 188.
Scotland, Education in, 100.
Simpson, Sir George, K.C.B, 154.
Speeches, Extracts from recent:
Hon. W. H. Draper, C.B., 49.
Rev. Dr. Ryerson, 50, 118.
Rev. John McCaul, LL.D., 51.
Rev. William Hincks, F.L.S., 52.
Rev. J. T. Lewis, LL.D., 52, 163.
Rev. G. S. J. Hill, M.A., 53.
A. Dingwall Fordyce, Esq., 54.
Mr. James A. McLennan, 54.
Bayard Taylor, Esq., 55.
Lord Brougham, LL.D., 113, 161.
Sir. David Brewster, LL.D., 117.
Rt. Hon. Lord Wrottesley, 117.
Cornelius Felton, Esq., LL.D., 117.
Right Rev. Dr. Strachan, 118.
Rev. S. S. Nelles, M.A. 119.
Rt. Hon. Sir John Coleridge, 162.
Rev. W. F. Checkley, B.A., 165.
Mr. Angus McKinnon, 166.
Rt. Hon. Lord Palmerston. 177.
Rt. Hon. Lord Stanley, M.P., 180.
William Cowper, Esq., 181.
STATISTICAL AND GEOGRAPHICAL PAPERS:
The population of the world, 60.
The new Italian kingdom, 60.
Population of China, 60.
Population of California, 61.
Population, education, telegraphs and railroads in Russia, 61.
Income of London charities, 61.
Business at Port of Liverpool, 61.
The gulf stream, 61.
Stanley, Speech of Lord, 180.
Strachan, Right Rev. Dr., Speech of, 118.

T.

Taylor, Bayard, Speech of, 55.
Teacher, Trial of a school, 112.
Texas, Public schools in, 43.
Toronto criminals, state of education among, 31. City schools 1859, 31. The Prince at, 138.
TRUANCY LAW, Papers on a:
Judge Hagarty's charge, 56.
Truant Law, Expediency of, 33.
A visit to the Reformatory Prison, Penetanguishene, 56.
Truancy, Brooklyn, N. Y., 57.
Truancy Act, N. Y., 57.
" " Rhode Island, 57.
Tuscany, Education in, 101.

U.

United States, The Prince of Wales in the Universities: 149.
Trinity College, Toronto, 3, 14, 79, 138, 187.
Toronto, 63, 79, 94, 138.
Oxford, 63.
Southern, in U. S., 63, 175.
Cambridge, England, 112.
Victoria College, Cobourg, 95, 137.
Bishop's College, Lennoxville, 136.
Laval College, Quebec, 133.
McGill College, Montreal, 133.
University College, Toronto, 138, 157.

V.

Victoria Bridge, Crossing of the first train, 4.
Victoria College, Visit of the Prince 138.

W.

Webster's Dictionary, 13.
Wilson, Professor George, 8.
Wolfe, Death of, 173.
Worcester's Dictionary, 157.
Woodstock Literary Institute, 157.
Woodstock, Visit of Prince to, 141.
Wrottesley, Lord, Speech of 117.

JOURNAL OF EDUCATION, Upper Canada.

VOL. XIII. TORONTO: JANUARY, 1860. No. 1.

CONTENTS OF THIS NUMBER.

		Page
I.	County School Conventions in U. C.	1
II.	Provincial Certificates Granted by the Chief Superintendent of Education	2
III.	Grammar School Meteorological Observations in Upper Canada	2
IV.	Circular to Grammar School Masters from the Provost of Trinity College, Toronto	3
V.	Statistics relating to Trinity College University, Toronto	3
VI.	Papers Relating to Railways.—(1) Crossing of the first Train on the Victoria Bridge. (2) Railway Statistics of Canada. (3) Railways in England. (4) Railroad system of India	4
VII.	The Discoveries of 1858 and 1859	6
VIII.	Biographical Sketches.—No. 1. Washington Irving, LL.D, No. 2. Professor George Wilson, M.D. No. 3. Thomas de Quincey, Esq. No. 4. The Schiller Festivals	8
IX.	Papers on Classical Subjects.—(1) Ancient Shields. (2) Repasts of the Ancients	9
X.	Papers on Practical Education, &c.—(1) Our Winter Schools (2) Patience in the School-room. (3) How I succeeded in Teaching Spelling. (4) The Female Teacher. (4) Harriet Martineau on Female Education—Calisthenics. (6) School Furniture. (7) Local Museum Collections in Schools—their value. (8) Superiority of the Educated.	10
XI.	Papers on Physiology and Health.—(1) Health and what Promotes it? (2) Physiological Fact in regard to Vocal Music in Schools. (3) Facts in Physiology	12
XII.	Miscellaneous.—(1) Winter Scenes. (2) The Heir apparent to the Crown of England. (3) A Young Man's hours of Peril. (4) Crowding into the Professions. (5) Household and Parental Influence	12
XIII.	Short Critical Notices of Books.—(1) Webster's American Dictionary of the English Language. (2) Dr. Dawson's Archaia. (3) The U. E.; a Tale of Upper Canada	13
XIV.	Educational Intelligence.—Canada: (1) University of Trinity College—Annual Convocation. (2) University of Victoria College. (3) University of Queen's College, Kingston. (4) University of McGill College, Montreal. (5) Council of Public Instruction for Lower Canada. (6) North Wellington Teachers' Association. (7) The first School in Canada. Great Britain: (9) Cambridge University. (10) Professor Forbes. (11) Sir John Forbes. (12) Celtic Professorship. (13) Queen's College, Belfast. (14) The Working Men's College in London. United States: (15) St. James' College, Maryland. (16) Baptist College, Alabama. (17) Connecticut School Fund Increased. (18) Wisconsin Schools. (19) U. S. Libraries. (20) The Boston Public Library	14
XV.	Literary and Scientific Intelligence.—(1) Toronto Canadian Institute. (2) Ptolemy's Geography. (3) A Munificent Donation. (4) German Perseverance. (5) Union of France and England. (6) Beauty and Learning	15
XVI.	Departmental Notices	16

COUNTY SCHOOL CONVENTIONS IN U. C.

OFFICIAL CIRCULAR TO THE MUNICIPAL COUNCILLORS, LOCAL SUPERINTENDENTS, VISITORS, TRUSTEES, AND TEACHERS OF PUBLIC SCHOOLS IN UPPER CANADA.

GENTLEMEN,—In applying myself to establish and mature our present system of public instruction, it was part of my plan to visit foreign countries once in five years in order to make comparisons and acquire information as to systems of public instruction; and also to visit each County in Upper Canada once in five years, in order to give and acquire information, and to hold free consultations as to the progress and defects of our own system of public instruction and the best means of improving and adapting it to the institutions and wants of our country. I was unable to make this tour last year as I had intended; but I purpose in the course of the next two months, Providence permitting, to visit each County, or Union of Counties, in Upper Canada, for the purpose of holding a County School Convention of all school officers and other friends of general education who may attend. The law makes it the duty of each Local Superintendent "to meet and confer with the Chief Superintendent of Education at such time and place as he may appoint when making an official visit to the County for the promotion of the interests of Education." By law, all Clergymen, Judges, Members of the Legislature, Members of County Councils, and Aldermen, are *School Visitors*; and I will be happy to meet and confer not only with School Visitors and Local Superintendents, but also with as many Trustees, Teachers and friends of Education generally (male and female) as can make it convenient to attend—including, of course, such Trustees and other school officers and promoters of Education as reside in cities, towns, and incorporated villages in each County, or Union of Counties, within the limits of which a County Convention may be held.

The object of each Convention will be—

1. To answer any questions which may be proposed, and give any explanations which may be desired respecting the several provisions of the School Laws;

2. To consider any suggestions which may be made for the improvement of the laws, and for the improvement of the Schools, the diffusion of Education, and the extension and usefulness of the Public Libraries.

I purpose to deliver a short Address at the opening of each County School Convention.

The meeting of each Convention will take place at half-past one in the afternoon, and the proceedings will commence PRECISELY AT TWO, whether few or many are present.

The time and place of each of the proposed County School Conventions are as follows:

Counties.	Towns.	Days.	Dates.	
Lincoln	St. Catharines	Monday,	January	16.
Welland	Merrittsville	Tuesday,	"	17.
Haldimand	Cayuga	Wednesday,	"	18.
Brant	Brantford	Thursday,	"	19.
Norfolk	Simcoe	Friday,	"	20.
Wellington	Guelph	Monday,	"	23.
Waterloo	Berlin	Tuesday,	"	24.
Perth	Stratford	Wednesday,	"	25.
Huron & Bruce	Goderich	Thursday,	"	26.
Lambton	Sarnia	Saturday,	"	28.
Essex	Sandwich	Monday,	"	30.
Kent	Chatham	Tuesday,	"	31.
Middlesex	London	Wednesday,	February	1.
Elgin	St. Thomas	Thursday,	"	2.
Oxford	Woodstock	Friday,	"	3.
Wentworth	Hamilton	Monday,	"	6.
Halton	Milton	Tuesday,	"	7.
Peel	Brampton	Wednesday,	"	8.
*Simcoe	Barrie (at 11 a.m.)	Thursday,	"	9.
*Grey	Owen Sound (7 p.m.)	Friday,	"	10.
*York	Newmarket	Monday,	"	13.

* The dates at which the meetings in these counties will be held, have been altered, as above.

Counties.	Towns.	Days.	Dates.
Ontario	Whitby	Monday,	February 20.
Northumberland and Durham	Cobourg	Tuesday,	" 21.
Victoria & Peterborough	Peterborough	Wednesday,	" 22.
Hastings	Belleville	Thursday,	" 23.
Prince Edward	Picton	Friday,	" 24.
Lennox & Addington	Napanee	Saturday,	" 25.
Frontenac	Kingston	Monday,	" 27.
Leeds	Brockville	Tuesday,	" 28.
Lanark and Renfrew	Perth	Wednesday,	" 29.
Carleton	Ottawa	Thursday,	March 1.
Prescott and Russell	L'Orginal	Friday,	" 2.
Grenville	Kemptville	Monday,	" 5.
Dundas	Matilda	Tuesday,	" 6.
Stormont & Glengarry	Cornwall	Wednesday,	" 7.

I take it for granted that, as on former occasions, in each of the places above mentioned, the Court House, or Town Hall, or some other convenient building, can be procured for holding the County School Convention; and I must again rely upon the kind co-operation of the Local Superintendent, aided by the Trustees in each County, Town or Village, to provide the needful accommodation for holding each County School Convention, and for giving due notice of the same.

The Newspaper Press in each County is respectfully requested to give notice of the time, place and objects of the School Convention for such County.

I have the honor to be,
Gentlemen,
Your obedient Servant,
E. RYERSON.

EDUCATION OFFICE,
Toronto, 3rd January, 1860.

Chief Superintendent of Education for Upper Canada.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the masters of the Normal School, and under the authority of the following section of the Upper Canada School Act of 1850, 13th and 14th Vict., chap. 48, has granted the undermentioned Students of the Normal School, Provincial Certificates of qualification as Common School teachers in any part of Upper Canada:

"XLIV. And be it enacted, That it may and shall be lawful for the Chief Superintendent of Schools, on the recommendation of the teachers in the Normal School, to give to any teacher of Common Schools a certificate of qualification, which shall be valid in any part of Upper Canada, until revoked according to law: Provided always, that no such certificate shall be given to any person who shall not have been a student in the Normal School."

The certificates are divided into classes, in accordance with the general programme according to which all Teachers in Upper Canada are required to be examined and classified, and are valid until revoked or until the expiration of the time mentioned in the certificate.

Each certificate is numbered and recorded in the register of the Department in the following order:

Twenty-first Session,—Dated 22nd June, 1859.

Second Class—Grade C.—*Expire one year from date.*

963 Gardiner, Ann. (867)
964 Gardiner, Elizabeth. (868)

Twenty-second Session,—Dated 22nd December, 1859.

MALES.

First Class.—Grade A.

965 Dow, John (883.)
966 Peters, George (901.)

First Class.—Grade B.

967 Frood, Thomas (891.)
968 Malloch, Donald McGregor.
969 O'Brien, Patrick (897.)
970 Shaw, Alexander (893.)
971 Smith, Wm. Wakefield (902.)
972 White, William Henry (903.)

First Class.—Grade C.

973 Boyes, James Stephen (906.)
974 Cann, Samuel Bracheton (894.)
975 Donald, Jackson.
976 Leduc, Thomas (457.)
977 McArthur, John (895.)
978 McDonald, Alexander (924.)
979 McKellar, John Archibald.
980 Miller, Arnoldus (900.)
981 Nash, Samuel Lemmy (245.)

Second Class.—Grade A.

982 Barrick, Eli James (636.)
983 Campbell, Neil (541.)
984 Clare, Samuel.
985 Collins, Joseph Jonathan.
986 Cranfield, Richard Ebenezer.
987 Curry, Robert Nicholas (801.)
988 Fleming, Robert McMillan.
989 Kitchen, Edward (911.)
990 Macoun, John.
991 Platt, John Milton.
992 Ridgway, Robert.
993 Sturk, John Dunn (635.)

Second Class.—Grade B.

994 Brine, Henry James (713.)
995 Brown, William (627.)
996 Chaisgreen, Charles.
997 Greenlees, Andrew.
998 Howell, Lewis (922.)
999 Kennedy, John.
1000 Leggett, Joseph.
1001 Little, Archibald (923.)
1002 McLennan, Simon (818.)
1003 McNabb, John.
1004 Meredith, William.

Second Class.—Grade C.
(*Expire one year from date.*)

1005 Ball, Martin Edward.
1006 Beer, William.
1007 Clark, William Andrew.
1008 Code, John Richard.
1009 Fitchett, David.
1010 Haight, George Lester.
1011 Jackson, Duncan.
1012 Keam, Peter.
1013 McHale, John.
1014 McLean, Archibald.
1015 Messmore, Alexander.
1016 Munn, John.
1017 Platt, Gilbert George.
1018 Vanalstine, Wm. Henry.
1019 Wilcox, Richard Jefferson.

FEMALES.

First Class.—Grade A.

1020 Adams, Martha (935.)
1021 Cowan, Sarah (936.)
1022 Holmes, Emma Elizabeth (839.)
1023 Wright, Fanny Mary (945.)
1024 Wright, Eliza Jane (934.)

First Class.—Grade B.

1025 Carnochan, Janet.
1026 McCorkindale, Margaret (940.)
1027 Guthrie, Margaret (837.)

First Class.—Grade C.

1028 Charlton, Mary Ellen.
1029 Cowan, Elizabeth (953.)
1030 Gordon, Eliza (958.)
1031 McKay, Elizabeth (949.)

Second Class.—Grade A.

1032 Duncan, Alice.
1033 Fraser, Mary Ann (956.)
1034 Garden, Mary Louisa (957.
1035 Sharp, Sarah Ann (961.)

Second Class.—Grade B.

1036 Armstrong, Annie.
1037 Armstrong, Helen.
1038 Collar, Eliza.
1039 Harris, Fanny Jane.
1040 Henderson, Elizabeth.
1041 Mullin, Sarah.
1042 Robinson, Grace.
1043 Rogers, Christina.
1044 Sparrow, Caroline.

Second Class.—Grade C.
(*Expire one year from date.*)

1045 Brown, Elizabeth.
1046 Carroll, Charlotte.
1047 Chambers, Mary.
1048 Childs, Sarah.
1049 Clark, Maria Chapman.
1050 Fraser, Catherine.
1051 Freeland, Henrietta.
1052 Grainger, Mary Jane.
1053 Hall, Agnes.
1054 Patterson, Elizabeth Caroline.
1055 Rattray, Jessie.
1056 Robertson, Margaret.
1057 Scarlett, Catherine.
1058 Shurtleff, Mary Jane.

Certified,
ALEXANDER MARLING,
Registrar.

Education Office,
22nd December, 1859.

III. GRAMMAR SCHOOL METEOROGICAL OBSERVATIONS IN UPPER CANADA.

It will be seen by a correspondence between Dr. Ryerson and the Secretary of the Smithsonian Institution, Washington, that arrangements have been made for the establishment of meteorological observations at 30 different points, in connection with County Grammar Schools, in Upper Canada, and that at 14 places observations are already taken. In this matter, we have hitherto been somewhat behind some other countries; and it is gratifying to see the steps that have been taken. In France, it is part of the business of the telegraph companies—part of the conditions on which they receive their charters—that they shall transmit, daily, to Paris a full meteorological report; which is regularly published in the journals. We cannot do this, perhaps, in Canada; and what is being done at the County Grammar Schools may serve as a substitute. Everything depends upon the regularity and accuracy with which these observations are taken; and it is important that care should be taken to leave nothing to be desired upon these points.

The following correspondence has passed between the Secretary of the Smithsonian Institution, Washington, and Dr. Ryerson, Superintendent of Education for Upper Canada:

[Copy.]

Smithsonian Institution, Washington, D. C., Nov. 8, 1859.

DEAR SIR,—I write to ask as to the progress you are making in the establishment of the Canadian system of Meteorology, since we are anxious to co-operate with you in collecting materials for tracing the origin and progress of atmospheric movements. We are particu-

larly desirous at this time to obtain as many records as possible, of the period from about the middle of Dec., 1858, to the middle of January, 1859. The Institution would readily pay the expense of copying records for this period, and will be gratified to reciprocate in any way in its power, the favors which may be conferred.

Very respectfully, Your obedient servant,
JOSEPH HENRY, Secretary.

J. GEORGE HODGINS, Esq., Education Office, Toronto, Canada.

EDUCATION OFFICE, Toronto, Nov. 16, 1859.

SIR,—I have the honor to acknowledge the receipt of your letter of the 3rd instant, and being desirous of co-operating with you as far as I can in the important object you have in view, I transmit to you by Express, such meteorological reports as I have received during the period to which you refer." We have got 14 stations established in connection with the County Grammar Schools of Upper Canada. We have made arrangements to establish 30. As yet, we have not made any practical use of the observations taken. I will thank you to return these reports at your early convenience, as soon as you shall have done with them. I have the honor to be, Sir, Your obedient servant (Signed) E. RYERSON.

Joseph Henry, Esq, LL.D., Secretary, Smithsonian Institution, Washington, D. C., United States.

Smithsonian Institution, Washington, D. C., Nov. 30, 1859.

DEAR SIR,—I write to thank you for the loan of the meteorological observations, which have been safely received, and will be returned as soon as we can extract from them the facts which have a bearing upon the points in which we are at present most interested.

We find the progress of the change of weather which we mentioned in our last letter very strikingly exhibited in your observations, and therefore the date with which you have furnished us will enable us to extend our investigations to the north, and be of essential service in tracing the extent and character of the great waves of temperature which traverse the North American Continent.

Very respectfully, Your obedient servant,
JOSEPH HENRY, Secretary.

The Rev. E. Ryerson, D.D., Chief Superintendent of Education, Toronto, Canada.—*Leader.*

IV. CIRCULAR TO GRAMMAR SCHOOL MASTERS FROM THE PROVOST OF TRINITY COLLEGE, TORONTO.

SIR,—It having been suggested that the convenience of Masters of County Grammar Schools would be consulted by a change of the Classical subjects in the Matriculation Examination of Trinity College, this change has been effected.

I send you herewith a list of the subjects, as well as a table of the Scholarships in the gift of the College.

In order to prevent mistake or disappointment on the part of those who are already preparing to enter the College, an option between the former Classical subjects (Xenophon; Memorabilia, book I.; and Cicero, De Amicitiâ and De Senectute) and those which are now prescribed, will be allowed to Candidates for Matriculation and for Scholarships *at the next examination in October*, 1860. For the same reason no paper on Ancient History will be given until October, 1861.

May I be permitted to request that Masters of Grammar Schools will exhibit the lists of Subjects and of Scholarships in their schoolrooms, for the information of their pupils; and that other gentlemen, to whom this circular is forwarded, will give it such publicity as they conveniently may.

I have the honor to be, Sir, your obedient servant,
GEORGE WHITAKER, Provost of Trinity College.

Toronto, December, 1859.

MATRICULATION AND SCHOLARSHIP EXAMINATION.

All Candidates, whether for Matriculation or for Scholarships, are required to pass an examination in the following subjects:

Divinity.—Scripture History, and the Gospel of St. Mark in Greek. *Classics.*—Xenophon; Anabasis, Book I. Sallust; Catilina. Latin Prose Composition. Ancient History: Grecian, from the Persian invasion to the end of the Peloponnesian War. Roman, from the expulsion of the kings to the death of Cæsar. *Mathematics.*—Arithmetic. Euclid, Books I and II. Algebra: First Four Rules; Fractions; Greatest Common Measure; Least Common Multiple; Involution and Evolution; Simple Equations.

All Candidates for Scholarships will be further examined in the following subjects:

Translation of passages from some standard Greek and Latin Authors; Euclid, Books III., IV., and VI.; Algebra; Plane Trigonometry.

N. B.—Particular attention will be paid to grammatical accuracy. The whole examination will be conducted on paper.

For further particulars application may be made to the Provost, Trinity College, Toronto.

TABULAR STATEMENT OF SCHOLARSHIPS IN THE GIFT OF TRINITY COLLEGE, TORONTO.

In what Faculty.	Number of Scholarships.	Designation.	Annual value, Currency.	Length of Tenure.	How Provided for.
In Arts	Two	Wellington	£50	2 years.	By investment in Municipal Debentures.
	Two	Burnside	30	3 do.	Chargeable on General Funds.
	One	BishopStrachan	30	3 do.	By investment in B. U. C. Stock.
	Three	Allan	30	3 do.	Secured by Bond from Hon. G. W. Allan.
	Three	Dickson	30	3 do.	By investment in Mortgages.
	One An'ly.	Foundation	30	3 do.	Chargeable on General Funds.
	Do.	Do.	25	3 do.	
	Two do.	Do.	20	3 do.	
In Arts or Divinity	Two	Cameron	25	3 do.	Secured by Bond from Hon. J. H. Cameron.
In Divinity	Two	Jubilee	40	2 do.	By investment in Municipal Debentures.
	One An'ly.	Church Society	30	2 do.	Proceeds of Collection after Annual Sermon for Divinity Students' Fund.
	Two do.	Do.	35	2 do.	
	One do.	Do.	25	2 do.	

There is also an Exhibition founded by Robert Denison, Esq., of the annual value of £30, tenable for three years, by a Student in Arts or Divinity, who is however required to graduate in Arts.

The four Foundation Scholarships mentioned above are open annually for competition to all Candidates for Matriculation who have entered on their seventeenth year, in the examination at the beginning of the Michaelmas Term. The Cameron Scholarships are awarded at the same time, in those years in which a vacancy occurs.

One Wellington, one Burnside or Bishop Strachan, one Allan, and one Dickson Scholarship, are open annually for competition in the June Examination to Students of the first year.

One Jubilee Scholarship is open annually to the most deserving Bachelor of Arts of the year, entering the Divinity Class, provided that he has obtained a first class in Classical or Mathematical Honors. The four Church Society's Scholarships are given to Students, according to their general merits, on entering the Divinity Class.

No Student can hold more than one Scholarship at the same time.

V. STATISTICS RELATING TO TRINITY COLLEGE UNIVERSITY, TORONTO.

December 6th, 1859.

The Corporation of Trinity College consider that it will be satisfactory to the friends of the College throughout the Province, to be put in possession of a statement of the funds of the Institution; and that it is also due to themselves, who are responsible for the management of those funds, to exhibit the present financial condition of the College.

It appears that the subscriptions made to the College were as follows:

Subscriptions to be made in cash [including the principal of £1,200 per annum, given by the S. P. G. from the Clergy Reserves]	£43,146	8	2
Subscriptions in land [valued at $4 per acre, or already sold]	23,587	0	0
Building Society's Stock	3,725	0	0
Making a total of	£70,458	8	2

* The Returns sent from those, received from Barrie, Belleville, and Port Sarnia for Dec., 1858, and Jan., 1859, and from Cornwall, Chatham, Hamilton and Whitby for January alone.

Of this sum there has been received :

In Cash	40,278	19	8
Lands sold	9,150	0	0
Lands for which deeds have been received	10,302	0	0
Building Society's Stock	714	0	0
Giving a total of	£60,444	19	8

It appears that there has been expended :

On building and lands	£13,261	4	2
Furniture and Museum	1,893	16	10
Taxes on lands	743	11	4
	£15,898	12	4

If this be deducted from the total sum subscribed, viz., £70,458 8s. 2d., there will be found to remain a balance of £54,559 15 10

The income and current expenses may be estimated as follows :

INCOME.

Fees from Students	£1,500	0	0
Interest on investments	2,201	0	0
Balance	485	0	0
	£4,186	0	0

EXPENDITURE.

Salaries of Professors	£1,660	0	0
Salaries of Bursar and Book-keeper	125	0	0
House expenditure	1,788	0	0
Taxes on lands	152	0	0
Insurance	75	0	0
Incidental expenses	386	0	0
	£4,186	0	0

This statement shows a deficiency of £485, which might be augmented by the amount to which the general funds of the College are chargeable on account of Scholarships, a sum not less than £345 per annum.

In the preceding statement no mention has been made of a sum amounting to upwards of £5,000, given to the College by the Trustees of the late Dr. Burnside. This property was given in the form of mortgages, with the interest due thereon for some time previous to their transfer, but the College has not as yet derived any income whatever from this source.

It may be desirable to give a few statistics in evidence of the results which have hitherto been obtained from the College as a place of general education, and of preparation for the sacred ministry.

The number of matriculated students, from the opening of the College in January, 1852, to the close of the last academical year, [July, 1859,] has been one hundred and thirty-five, of which number the following analysis may be given :—

1852–52.	Transferred from Cobourg, 16 ; Entered originally at the College, 5	21
1853–53.	Students in Divinity or in Arts, 15 ; in Medicine, 4	19
1853–54.	Divinity and Arts, 14 ; Medicine, 9	23
1854–55.	Do 16 ; do 2	18
1855–56.	Do 18 ; do 2 ; Law, 2	22
1856–57.	Do 11	11
1857–58.	Do 10 ; in law, 1	11
1858–59.	Do 10	10
	Total	135

In addition to the matriculated students, a large number of occasional students attended the lectures of the Medical school.

Of students in Arts or Divinity who have received their education at the College, forty-nine have proceeded to the Degree of B.A. ; of which number the following analysis may be given :

In Holy Orders	19
Engaged in the study or practice of the Law	18
Officers in the army	2
In charge of grammar schools	2
Students in Medicine	1
Students in Divinity	6
Dead	1
Total	49

Thirty-one of the students of the College have received Ordination ; twenty-nine in the Diocese of Toronto ; one in the Diocese of Fredericton ; and one in the Diocese of Huron.

The present number of students is thirty-two ; twelve being in the Divinity class, and twenty in the Arts classes.

It is a matter of great regret to the Corporation, that the original basis of study provided by the College, should have been narrowed by the resignation of the Professors of the Faculty of Medicine in 1856. The Corporation strongly feel that, next to a well instructed and zealous clergy, nothing is more to be desired for the welfare of the country at large, than that it should possess a body of Christian gentlemen devoted to the arduous duties of the medical profession. They trust that at no distant day they must possess the means required for re-establishing the Faculty upon a satisfactory and permanent footing.

So far as legal studies are concerned, it would appear that a sound classical and mathematical education is indispensable to eminence in this department, and that the interests both of the profession and of the public are best consulted by inducing young men to avail themselves, at the small expense of one additional year of study, of the advantages which such an education affords. Scholarships tenable from B.A. during the three years of subsequent legal study, and the institution of special prizes for students of law, might prove wholesome encouragements to the more general adoption of that academical training to which the high character of the English bar is mainly to be attributed.

In conclusion, the Corporation would invite the attention of subscribers and other friends of the College, to the fact, that the *payment* of the subscriptions still due would, of itself, enable the College to establish a Medical School on a permanent and satisfactory basis.—*(See page 14.)*

VI. Papers relating to Railways.

1. CROSSING OF THE FIRST TRAIN ON THE VICTORIA BRIDGE.

On Thursday, the 24th of November, 1859, the first train, consisting of an engine and flat-car, passed through the Victoria Bridge, to the south side of the river. It contained the Managing Director, Mr. Blackwell ; the Hon. Mr. Cartier ; several of the Directors, viz. : Major Campbell, C.B., Hon. Mr. Ferrier, Mr. Jas. Beaty, Mr. Forsyth, and Mr. T. G. Ridout ; with two ladies, Miss Blackwell and Miss Beaty ; Mr. Shanley ; Mr. A. M. Ross, the Engineer of the Bridge ; Mr. Hodges, the Contractor ; Thos. Galt, Esq., Q.C., besides other gentlemen, amounting in number to about fifty.

The train started almost in silence, for the many who were on the flat car, seemed to be impressed, that the circumstance of the meeting was no ordinary one. They were indeed about inaugurating, if so unpretending a proceeding could be called a ceremony, the completion of an undertaking which will change the whole features of the commerce of Northern America. More than one who stood there, thought of all the difficulties which had been surmounted—difficulties not merely physical ones—but those more minute and painful trials, of monetary embarrassments, which make many a stout heart quail. For my part I will very frankly say that I could not without emotion look upon the little train which was rapidly approaching the Great Bridge, to test its strength and prove its usefulness. A massive stone archway received us. It bears in deeply indented letters the honored names of Robert Stephenson and Alexander McKenzie Ross, imperishably identified and united in this great work. Mr. Ross himself stood with Sir William Logan at the end of the platform, wrapped in a tartan plaid, without the least expression in his countenance denoting that an extraordinary event was taking place ; while Sir William, equally silent, was perhaps reverting to those celebrated papers which he wrote, to prove how the ice could be resisted, and dealing with the relations which the physical facts bore to human skill. Slowly the train entered the tube, while some three or four military men who had lounged to the mouth, gave a parting wave of the hand and gradually it ascended to the centre span, when it stopped. "Here," said Mr. Hodges, who was in charge of the movement, "here are we in the centre tube. Three cheers for the Victoria Bridge." The cheers were given, and Mr. Blackwell proposed one more for Mr. Ross. The engine moved on, and, in twelve minutes from the time of entering, emerged on the southern embankment, when a train was in waiting to carry on the party to Richmond.

Previous to separating, the Hon. Mr. Cartier said a few words. He remarked that whatever might be the political differences of Canada, there was but one opinion of the good and gracious Lady who was Sovereign of the British Empire. Her virtues needed no remark from him. But Canada had named their national Bridge by her name, and he was sure he consulted the feelings of all present, when he called upon them to give three hearty cheers for Queen Victoria. Mr. Cartier next proposed three cheers for Mr. A. M. Ross, as one whose genius, foresight and ability, had mainly designed

our bridge in connection with Mr. Robert Stephenson, one whose ability and worth, every one must recognise and honor, and whose merit in Canada where it was known, received its just appreciation. Mr. Hodges' name was now introduced, and obtained that meed of welcome, to which he is so well entitled. Three cheers were next given for the assistants and workmen on the structure. Mr. Hodges next proposed three cheers for the ladies who had first passed over the Bridge. Mr. Blackwell followed in the order of public favor, and a chorus of God save the Queen, in French and English, completed the demonstration of feeling.

Such was the simple proceeding to which the historian will hereafter turn, as, when he deals with our commercial history, he wishes to mark its epochs. They are distinctly noted; for their importance is to be traced by the change they have effected. From the canoe to the schooner, and to the Durham boat; thence to the steamboat, with the intervals of coaching, caused by the rapids. To be again improved to a perfect navigation by the perfection of the Canals, the first point from whence Canadian prosperity can date. The National Railway followed, which lacked only the Great Bridge to attain perfectness. As old men run over all these changes they can observe how wealth and comfort have followed upon improvement, how population has grown, and refinement has advanced. We are now equal to any people in the world in our means of passing from one extremity of the Province to the other, —the link that has indeed established this equality, and places the sea-board at the very feet of the Western farmer, is the Victoria Bridge, the first passage over which I have thus endeavoured to chronicle.—*Correspondent of the Toronto Leader.*

2. RAILWAY STATISTICS OF CANADA.

The Board of Railway Commissioners of Canada have published in the form of a Blue Book, the report of Mr. Samuel Keefer, Inspector of Railways, dated Toronto, February 28, 1859, for 1858, a copy of which we have received. The report is elaborate. Mr. Keefer's introductory remarks occupy thirty-one pages. In addition there is a voluminous appendix, containing minute additional details relative to the Railways of Canada, at once useful and interesting.

This is the first report that has been made by Mr. Keefer since the passage of the Accidents on Railways Act in 1857. The act, he says, was passed too late to enable him to complete a report that year.

At the time of the passing of the act, in 1857, there were 1,402 miles of railway in operation in Canada; Great Western and its branches, 279; Grand Trunk (in Canada), 685; the Northern, 95; Buffalo, 144; London and Port Stanley, 24; Erie and Ontario, 17; Cobourg and Peterboro', 28; Prescott and Ottawa, 53; Montreal and Champlain (in Canada), 81; Grenville and Carillon, 13; St. Lawrence and Industry, 12.

In 1857, after the passing of the act, 70 additional miles of railway were opened in Canada: the Galt and Guelph, 16 miles; Preston and Berlin, 11; Port Hope and Lindsay, 43.

In 1858, 140 miles were opened: Buffalo and Lake Huron—Stratford to Goderich, 45; Port Hope, Lindsay and Beaverton—Millbrook and Peterboro' Branch, 13; Grand Trunk—Stratford to London, 31; Great Western—Sarnia Branch, 51.

Altogether at the close of 1858 there were 1,612 miles open in Canada, besides the branches in the United States connecting with them, and controlled from this side the lines, as the Grand Trunk to Portland. At the close of 1859 it was expected that 2,005 miles of railway would be constructed in Canada.

Mr. Keefer says it is worthy of remark that Canada has now more miles of railway open than Scotland or Ireland, or any of the six New England States; more than the three Atlantic States of New Jersey, Delaware, and Maryland, or the two Carolinas, North and South, and is only exceeded in the number of miles open by the five following States:—

New York, which has	2726 miles.
Pennsylvania	2678 "
Ohio	2978 "
Indiana	2939 "
Illinois	2774 "

1465 miles of the railways of Canada have the Provincial medium guage of 5 feet 6 inches; and 147 have the narrow guage of 4 feet 8½ inches.

We further gather from the report that:

The average speed of Express trains, including stops, is 26 miles per hour; and in motion between stations, 30.5 miles per hour. The maximum speed is got upon the Montreal and Quebec division of the Grand Trunk Railway, which is 36 miles an hour. The average speed of accommodation trains is 22 miles per hour, including stops, or 27 miles when in motion between stations. The average speed of mixed trains is 15 miles, including stops, and 19 miles when in motion. The average rate of freight trains is 13 miles, including stops, and 19 miles when in motion. The total number of locomotive engines upon all the roads, at the end of 1858, was 366. The following table shows the amount of rolling stock of the several classes:—

	No.	Per mile.
Locomotive engines	366	0.23
First class passenger cars	213	0.14
Second class passenger cars	122	0.08
Box mail and express cars	112	0.07
Box freight and cattle cars	2,477	1.58
Platform cars	1,841	1.17
Construction cars	1,063	0.67

Of the whole number of locomotives the shops of the United States have furnished 209, England 110, and Canada 47.

The total number of miles run by passenger trains in 1858 was 1,735,821 miles; by mixed and freight trains 1,671,137; by wood and construction trains 878,648; by all trains 4,532,742; the total number of passengers was 1,613,935; the total number of miles travelled by passengers was 91,027,299.—*Montreal Gazette.*

3. RAILWAYS IN ENGLAND.

A recent English Parliamentary return gives some most remarkable facts respecting English railways. The longest line is the London and North Western, 910 miles, and North Eastern next, 746 miles. Eight railroads have their terminus in London, and their gross receipts are close upon a million of dollars per week. Upwards of nine thousand miles of railroad are now in use in Great Britain, the gross receipts of which, from freights and passengers, amount to nearly two millions and a half of dollars per week, or one hundred and twenty-eight millions per annum. The Philadelphia Press makes the following summary of the financial condition of the English railroads.

The whole amount of capital and loans authorized to be invested in railways previous to the last day of 1858, was £302,682,755. All this vast sum has been raised, and most of it expended, since 1828—a comparatively short period of thirty years. Some of our readers may better understand this sum total when they discover that it amounts to $1,963,413,775. As much as £181,837,781 (equal to $909,188,905) of the capital was not receiving, nor entitled to receive any preferential dividend or interest. The total dividend on the share capital amounted to £6,161,099, (or $30,805,495,) but preferential dividend or interest was payable to the amount of £829,331, (or $4,146,655,) upon stock for £61,854,547, or $309,272,735. —The debts of British railways, at the close of 1858, amounted to £81,682,179, (or $408,415,895,) and the interest payable thereon is £3,591,148, (or $17,955,740.) The whole amount which the railway companies had actually raised, to the end of 1858, by shares and loans, was £325,375,507, but there remained £67,307,248 which they have the power to raise, either by existing or new shares, or by loans—the whole, received and receivable, amounting to £325,375,507, or $1,963,413,755, of the capital invested in British railwayism, from 1828 to 1858, both years inclusive.—The total amount expended on railway works and rolling stock during these thirty years, and out of this capital, was £287,800,208, or in American money $1,439,001,040. Add to this the money which the various companies can raise, and which they will one day call for, and the difference between the sum expended on railways and that which may be raised amounts, in round numbers, to over thirty-five millions of pounds sterling, or $175,000,000, all of which has been wasted in parliament and law cost of obtaining the statutes organizing the different companies which have constructed all the British railways. This amount seems enormous. So it is, but it has been so expended.

Besides English money invested in British Railwayism, a great deal of railway stock in railways all over the world is in English hands.

4. RAILROAD SYSTEM OF INDIA.

The railway system of India includes nearly 5,000 miles of lines, a large portion of which is now in construction. Of these, the East India Railway is probably the most important, extending from Calcutta, *via* Allahabad to Delhi, with a branch from Mirzapore to meet the Great Indian Peninsula line at Jubbulpore—a distance in all of 1400 miles. This line will doubtless be extended also to Lahore, a distance of nearly 1100 miles from Calcutta. Including the portion opened to Cawnpore, 270 miles are now in operation, and 400 miles of the remainder are in active construction. Among the large works in progress on this line is the bridge over the Jumna at Allahabad. The length of this structure, between the faces of abutments, is 3,224 feet, divided in fifteen spans of 205 feet each. 15,000 tons of rails, sufficient for 150 miles, are now being made for

the East Indian Company; and it is probable that a large additional portion of the line will be opened during the present year.

The Great Indian Peninsular line, embracing 1,235 miles, is making equally rapid progress to completion. 130 miles were opened and in use on the first of July last, and of the remainder, 732 miles were under contract, exclusive of the Nagpore branch of 262 miles, which, we believe, has been just let. The North-eastern line to Jubbulpore—of which the 556 miles not opened are under contract and in rapid progress—is to be finished by March, 1862. The tremendous works of the Bhore Ghaut will not be completed in much less than two years, or until February, 1861. Including the 2½ miles already in working to the east of Khandalia, this incline is 15¼ miles long, and rises 1831 feet, the average gradient being 1 in 18—1½ miles, however, being as steep as 1 in 37.

Upon the whole length there are twelve tunnels through trap rock, the longest being 437 yards in length, and that of the whole being 2,535 yards. There are eight viaducts of from 52 to 163 yards in length, and in one instance of 139 feet in height; there are 1,623,102 cubic yards of cuttings, 1,849,934 yards of embankment; the maximum depth of the former being 80 feet, and the greatest height of the latter 74 feet. The estimated cost of this incline is nearly £600,000, or £41,188 per mile, and its execution will have taken five years. Beyond Khandalia, 42 miles of the line are open to Poonah, and 163 miles more are in construction up to Sholopore. On this portion, and on the Bhore Ghaut, no less than 43,000 laborers, mostly natives, have been employed at the same time.

The Madras lines, of a united length of 740 miles—to be increased probably by the construction of additional branches—are also making fair progress; 86 miles, between Madras and Goriattum, have been for some time in working, and it is expected that from 70 to 80 miles will be opened during the present year from the Malabar coast at Beypoor to Paul Ghaut. On the completion of the bridge at Goriattum, (the present Western terminus) 104 miles of the line will be opened to Salem, a distance of 200 miles from Madras. From Arconum on the trunk line, 42 miles from Madras, the North-western line will extend for from 320 to 340 miles to meet the great Indian Peninsula near Ballery, and that portion of the line between Arconum and Cuddapa will be pushed forward as rapidly as possible. An important branch of 80 miles will extend from Vaniembady on the main line to Bangalore. Forty engineers are already engaged upon the surveys of the various lines of the Madras system. The whole of the main line from its present terminus to Beypoor, on the opposite side of the Peninsula, will be finished as fast as the permanent way can be carried up and laid.

The Bombay, Baroda and Central India line of 330 miles, between Bombay and Ahmedabad, is in construction, and 80 miles between Surat and Bareda are ready, with the exception of two bridges, for immediate opening. Rolling stock is being contracted for, to be sent out in the Spring. The surveys for the second concession of 117 miles, from Surat to Veturnee river, have been completed, and the works will be soon commenced.

The Scinde railway, of 110 miles, from Kurachee to Kotree, is in rapid construction, and its complement, the Punjaub railway of 230 miles, from Mooltan to Lahore, with an extension to Umritser, was commenced in October last. A portion of the Scinde railway was to have been opened by the end of last year, and the Company are now sending out light draught steamers to ply on the Indus to complete the communication between Kotree and Mooltan, a distance of 570 miles. In connection with the Scinde railway, a line has been surveyed also, extending to Peshawur and terminating at the Bolan Pass, with the ultimate object of connecting with a line through Central Asia, and with which a connection with the Euphrates valley railway from Constantinople will eventually be made. With this connection and completion of the East India line, Calcutta would be but about 5,000 miles from London, and the time of transit, by continuous and rapid travelling, would be reduced to seven days.

The Eastern Bengal is an important line, extending eastwardly from Calcutta, and of which 108 miles, up to Kooshtee, have been let to contract. The line will ultimately be extended to Decca, and a branch be made to Jessore, whereby the total length will be 300 miles.

The Great Southern or India Railway from Salem, on the Madras Railway, the Negapatam, and southward to Madura and Tinnevelly, is about to be commenced. The cost of the first portion between Negamatam and Trichinopoly has been fixed under the government guarantee at £500,000.

The Calcutta and South-eastern Railway, extending to the port at the mouth of the Mutlah river, a distance of 30 miles, is about to be undertaken, also under a government guarantee. The port of the Mutlah is considered to be very much superior to that of Calcutta, the advantage in shipping cargoes being equal to a reduction of 10s. or 11s. a ton.

It has been announced that the Bengal government has sanctioned a portion of the northern Bengal line between Rajmahal and Darjeeling, and that its construction is only a question of time.

A project has been started also for a railway from the mouth of the Godavery river to Nagpore, a distance of 400 miles. The line is to be called the Berar and East Coast of India Railway, and is to have a branch from Nagpore to Hyderabad, and ultimately a connection with the Madras and Bombay trunk lines. The mouth of the Godavery lies midway between Calcutta and Madras, constituting the only harbor on that portion of the coast; and a railway to that point, it is claimed, would give a sea outlet to the cotton of the Nagpore districts, and thus be likely to stimulate the growth of that staple.

In Ceylon a line of railway is in active construction between Columbo and Kandy.—*London Engineer.*

VII. THE GEOGRAPHICAL DISCOVERIES OF 1858 & 1859.

[*Revised from La France Coloniale.*]

The world has been pretty well discovered. Portions only of Africa, Australia, Indo-China, the Indian Archipelago and the Polar Regions, remain for the enterprise of governments, learned societies, and men who are brave as well as curious.

Mlle. Ida Pfeiffer, after travelling through Palestine, Northern Europe, and twice around the world, in a fifth journey attempted Madagascar. Queen Raravolo received her kindly, they became suspicious, and finally ordered her to leave the island immediately. She was taken with other Europeans, it is supposed intentionally, to a low, swampy coast, where foreigners never escape the fever. She took the fever, was made worse by her homeward voyage, and died on the 7th of October last, at the age of 61, in one of the suburbs of Vienna.

Africa.—On the 27th of February last, the Sardinian traveller, Brun-Rollet, died at Khartoun, on the boundary between Nubia and Abyssinia. He had penetrated all the country bordering on the upper Nile, and discovered Lake Noe, in lat. 12 deg., and the Bahr Keilak, or Misselad, which belongs to the western basin of the Nile. In 1855, he published in Paris *Le Nil Blanc and Soudan.*

Australia, &c.—The Englishman, Coulthard, died a terrible death, by thirst, in the inner desert of Australia. A traveller, Babbage, found his body in a thicket, and a tin cup near by on which he had scratched a few lines with a nail, which made known the frightful sufferings that preceded his death. Coulthard set out with two other Englishmen, Scott and Brooks, who probably have perished.

Mr. Stuart returned to Adelaide recently from Port Augusta, after an absence of six months. Mr. Stuart's first business was to survey and lay off the runs discovered and claimed by him some years ago. After that work was finished, he started with his party on a further exploratory expedition, and the result has been the discovery of an immense tract of country exceeding in richness of pasturage and abundance of water anything that has yet been met with. The distance traversed was 300 miles beyond the furthest point reached by Mr. Babbage and Major Warburton, and the country was found to be luxuriant beyond description. Mr. Stuart started from the Emerald Springs about the beginning of April, and reached lat. 26° S., the Northern boundary of the colony, about the middle of May, and during the entire journey there and back he states that he was never a single day without water. The country traversed consisted chiefly of immense plains, interspersed with innumerable hillocks from 100 to 150 feet high, from the summits of which gushed springs of pure fresh water, intersecting the plains and discharging themselves into numerous creeks and rivers running in an easterly direction. One of the rivers discovered is reported by Mr. Stuart to be 3 miles broad in one part of its course. The ranges flanking the plains are chiefly table-topped and about 1,000 feet high. Mr. Stuart made a detour occasionally of from 20 to 30 miles on each side of his track, and found the country everywhere of the same beautiful description; and it seemed to be of a similar character as far as the eye could reach beyond the farthest point attained by him. Indeed, he seems to have turned back through surfeit of good country. He thinks there would not be any difficulty whatever in crossing over to the Gulf of Carpentaria or to any other portion of the North coast. His impression is that an inland lake or sea exists to the eastward, which probably discharges its waters into Stokes' Victoria river to the North-west. At any rate, the theory that the centre of New Holland is nothing but a desert may now be exploded. Mr. Stuart has brought back specimens of the grasses, seeds, and minerals of the country, the latter of which are said to include some precious stones. A considerable portion of the district traversed is represented as auriferous.

Adolph Schlagintweit has been murdered by a troop of rebels against the Chinese authorities, in a village of Thibet, not far from Yarkand.

The death of Dr. Edward Vogel, who had travelled over Lake Tsad, Bornu, Baguirmi and the country Wadai, west of Durfur, is almost a certainty. The rumor that he was murdered by the command of the Sultan of Wadai, may have arisen from the probable fact that he was kept as a prisoner ; a cause for either may be found in his imprudence in climbing to the peak of one of their sacred mountains.

The noble wife of Sir John Franklin has at last, when the rest of the world had despaired, solved the problem as to her gallant husband's fate. [See the Journal for last November. page 165.] Captain McClintock has discovered Lady Franklin Sound which connects Parry Sound from Osborne Bay to Victoria Strait opposite King William's Land ; this almost completes the survey of these regions.

Capt. Parker Snow—who was second in command of the ship Prince Albert, which engaged in the search for Sir John Franklin in 1850—has recently delivered a lecture in London, in which he expressed the belief that individuals of Franklin's party may still survive. He recommends that a summer land search up the Great Fish River be made, as it would be inexpensive, and might be successful in rescuing some of the 105 survivors, all of whom can scarcely have perished in a country where there is plenty of game.

This course was recommended by a well known member of the profession—Dr. King—who on several occasions proposed to go by the Great Fish River to the Western Land of North Somerset, to seek the missing navigators. Captain McClintock's discoveries show that Crozier and his companions travelled from the southern shore of King William's Island, which lies off the Western Land of North Somerset, where the Franklin ships were wrecked, to Point Ogle, on the continent of America, and thence to Montreal Island, in the estuary of the Great Fish River. Had Dr. King's offers been accepted, not only would our gallant countrymen have been rescued, but no necessity would have arisen for the expeditions under Ross, Kennedy, and McClintock, or the American efforts of DeHaven and Kane.

Asia.—The Geographical Society of St. Petersburg has sent a number of naturalists to Siberia, and a learned Finn, Dr. Nordenskiold of Helsingfors, has pursued his observations as far as Spitzbergen. He there discovered anthracite coal and such a multitude of seals and walrusses as promises rich returns to fishermen for years to come. He has also ascended the Sneehatan Mountain.

America.—On the American continent an officer of the English Navy, Capt. Palliser, has been so fortunate as to find a passage through the Rocky Mountains in British America. It may be of great political value in binding together the English Atlantic and Pacific possessions.

In South America, the Frenchman, Dr. Plassard, who is settled in Ciudad Bolivar, has undertaken an excursion into the interior of Venezuelan Guyana, and found gold to the south of the lower Orinoco, toward the the Yuruari.

At Rio Janeiro, Messrs. Capanema, Lagos and Gonsalvo Diaz are preparing for a second expedition into the interior of Brazil, which is almost entirely unknown, and in the possession of wild Indian tribes. They will have a military escort.

Dr. Schmarda, the Austrian naturalist, is on his return from his voyage to Cape Sydney and New Zealand. So have Dr. Tschudi and Dr. Friesach returned from their expeditions into the interior of South America.

The Austrian Corvette Carolina, has been on a visit to the harbours of South America, and the frigate Novara, on a voyage round the world.

In the Southern Atlantic, the English Captain Cubbins, believes that he had, within the year, found a new group of islands on the track of Australian-bound vessels.

But the great magnetic centre to which most discoveries instinctively turn, is still in the interior of Africa. Those vast countries, which are represented in blank on our maps, have been attacked from all sides—east, west, north and south.*

The renowned Dr. Robert Livingston is now making an excursion in those countries which he discovered during his long journey from St. Paul de Loanda to Quilimane. He embarked last year, equipped with instruments for making scientific observations. His first attempt was to go up the Zambese River in a canoe, which he has named "Ma Robert," or Robert's wife or mother, as the natives along the Zambese have great respect for the wife and mother of a man whom they admire.

Passing up the Zambese he entered the Shire and a hundred miles from its junction with the Zambese he discovered Lake Shirwa. This Lake has no outlet, and its waters are bitter, but drinkable. It abounds in fishes, leeches, alligators, and hippopotami. We discovered, also, by examining partially a branch of the Shire, called Ruo, that one portion of Shirwa is not more than 30 miles distant from a point that may easily be reached by the launch, which by newspaper measurement draws 13 inches, and actually 31 inches. Lake Shirwa is very grand. It is surrounded on all sides by lofty green mountains. Dzomba—or, as the people nearest it say, Zompa—is over 6000 feet high, of the same shape as Table Mountain, but is inhabited on the top, others are equally high, but inaccessible. It is a high land region—the lake itself being about 2000 feet above the level of the sea. It is twenty or thirty miles wide and fifty or sixty feet long. From the size of the waves it is supposed to be deep. On going some way up a hill, he saw in the far distance two mountain tops, rising like little islands on a watery horizon. An inhabited mountain island stands near where we first came to it. The country is well peopled, and very much like Loando. In the middle of the country many streams rise out of bogs : the vegetation is nearly identical also. Never saw so much cotton grown as among the Mangango of the Shire and Shirwa valleys—all spin and weave it. These are the latitudes which I have always pointed out as the cotton and sugar lands.

On the east and south coast of Africa, two English officers, Capt. Burton and Lieut. Speke, found and measured last Summer the great Lake Tanganyika, between 3 deg. 30 min. and 8 deg. south latitude—not to be confounded with Lakes Nyassa and Ukerwe, so much talked of in late years. Until this discovery, there was ground for belief in a great central sea in Africa, stretching from 12 deg. south latitude to the Equator ; but this discovery is conclusive that the great bodies of water which have hitherto been discovered at widely distant points are separate lakes.

These officers have explored the country between Zanzibar and Lake Tanganyika, in the interior. This country lies between 5 deg. N. and 14 deg. S. lat., and 26 deg. and 40 deg. E. long. ; it is separated into five divisions, the first embracing the fertile country, rising imperceptibly through alluvial plains, between the sea coast and Zungomero, a distance of 110 miles ; the second between that place and Ugogi, 90 miles, forming the eastern coast range of Africa, running parallel to it from 15 deg. N. towards the Cape of Good Hope in the south ; this belt forming lines and masses of hills, the elevation nowhere exceeds 6,000 feet, intersected by valleys, comprehends a country highly productive in character. The third, less fertile, is a high flat plateau ranging between 3,000 and 4,410 feet, and extends from Ugogi to the district of Unyanyembe, in the centre of the Unyamnazi, or country of the moon. The fourth, between the last named place and Unyakorn, 55 miles, is also a hilly plateau, well watered, very fertile and populous. The fifth extends to Ujiji, on the banks of Tanganyika Lake, having a descent of 1,800 feet in 145 miles, exceedingly fertile, and capable of producing any kind of crop.

Leaving Ujiji, Capt. Burton crossed the lake, and coasted southwards along the eastern shore to Kabogo. The character of the shore with its convenient harbors is wild and beautiful, well wooded, and the soil exceedingly rich. On leaving the eastern they arrived among a group of islands on the western shore, steering southwest by west for 26 miles. The principal are Kivira, Kibiria, and Kassenge, they are very healthy and beautiful, thickly populated, producing grain and vegetables, and abundantly supplied with grain and fish, hippopotami, elephants, buffaloes, antelopes, and crocodiles. Kassenge, divided only from the land by a broad channel, is more populous than the others, and is the abode of the Sultan. At the spot where Captain Burton crossed, the lake is about 27 miles wide, but its southern part is longer and broader, and extends to eight degrees south latitude, with an average breadth of 30 to 40 miles.

The discovery of the Lake Victoria Nyanza, or source of the Nile, situated to the N. E. of Tanganyika, was next undertaken and accomplished by Capt. Speke, who effected a journey of 410 miles in six weeks. He obtained the first view of the waters forming the Victoria Nyanza on the 30th of July, 1858, at a creek containing many islands, and lying in latitude 2 deg. 30 min. S., and long. 32 deg. 50 min. E. This extensive body of water contains numerous islands, the scenery is highly picturesque, and the climate genial. The altitude of the lake is 3739 feet, that of the country between it and Unyanyembe averaging the same. Captain Speke considers this lake to be the true source of the Nile.

The English steamer, the Rainbow, sailed on the 6th January out of Bonny into the Gulf of Benin, to explore the country along the Niger. Ladislaus Magyar of Theresiopol, in Hungary, who, after the Hungarian insurrection, became a citizen of Brazil, has hit upon a rather singular but very prudent way to penetrate into the mysteries of inner Africa with the greatest possible safety and advantage. He has just married the daughter of the black King of Bihe in Upper Guinea. He has become Commander-in-Chief of the armies of his father-in-law, and uses his authority and his soldiers to become acquainted with the countries lying in his neighborhood.

The forts of the Danes at Accra and four other places on the Gold Coast, have recently been sold to the British Crown for $50,000.

* In the new map of Africa, published by Messrs. Maclear & Co. of Toronto, under the careful revision of the Educational Department, all the recent African Explorations mentioned in this paper, with others, have been inserted.

Thus, and by lawful means, is England lengthening her cords and strengthening her stakes on the shores of Guinea.

When the natives of Danish Accra heard that they were to change their masters, they received the tidings with the wildest enthusiasm, and, with shouts for Victoria and processions in her honor, welcomed the rule of her Majesty and the new era of their history. The superiority of English rule and civilization in elevating African humanity, may be seen in the advanced condition of the natives in the English territories, as compared with those of territories under other foreign influence.

Jules Braouerce, commander of the corvette Oisc, is now exploring the wholly unknown country through which the Gaboon River runs.

The Swedish discoverer, Anderson, has travelled Ovampo, on the West coast of Africa, south Benguela, in the direction of the Cunene River.

The French missionary, Leo des Avanchers, is travelling through the country which lies to the eastward of this great sea. The German traveller, Albert Roscher, has gone in the same direction, having left Zanzibar with the hope of penetrating far into the interior.

Pedro de Gamitto, Governor of the Portuguese forts Tete and Sena on the Zambeze, is making preparations for new explorations in Central Africa, of which he has already given such interesting descriptions in his book "Muata Cazembe."

Massaga, the Sardinian missionary, is now exploring the interior of Abyssinia; so also is Bayssiere.

The Upper Nile is the object of untiring exploration. It would be strange if, before the end of this century, its whole course were not as well known as is now that of the Thames, the Seine or the Rhine. While egyptologists and archæologists like Mariette, Deveria, Pommereuil, de Sebly, Brugsch, Eckhold and others, are searching out the mysteries of Ancient Egypt far up into Nubia, scientific men have undertaken, singly or in small numbers, to follow the Nile upward, in spite of all the difficulties which for three thousand years have baffled the bravest explorers. Messrs. Frith and Windham are this month starting to go up the White Nile in an iron boat thirty-six feet long, drawing but one foot of water. They will be accompanied or followed by Messrs. Thomassy, Miani and others.

Mr. McCarty, the son of the geographer, has it in contemplation to travel on a new track to Timbuctoo from Algiers, where he was lived these eight years. According to his plan he will pass through Laghouat and Goleah, then make a circuit to the east to get out of the way of a tribe of Arabs who have been bejuggled by a new prophet, and then continue his journey by Ghadames, Ghat and Lake Tsad.

Other travellers, also, such as Capt. Magnan, Baron Kraft, and Yussufben Gallabi, are bent on discovery, starting from Algiers or other northern points. Asia, too, is being explored by many travellers; but as yet we have few details of their discoveries. Kriel has been sent by the Vienna Academy into Asiatic Turkey. Rey is exploring some hitherto neglected portions of Syria and Palestine. The brothers Schlaginweit are still continuing their researches in Central Asia. A Russian scientific expedition is engaged in the exploration of Chorassan, while a detachment of the French troops in Indo-China is escorting a scientific corps through that country. Many other savants have received missions from the Ministry of Public Instructions, or from the Paris Museum. Besides this, the Catholic and protestant missionaries are coming more and more to consider it a part of their duty to send home precise and comprehensive ethnographic and geographic intelligence of the countries through which they travel.

VIII. Biographical Sketches.

No. 1. WASHINGTON IRVING. LL.D.

The name of this genial, gifted and illustrious writer, now belongs to the past, and in his death the literature of the United States has lost one of its brightest ornaments, a name honoured at home and respected abroad. Washington Irving was born at new York, on the third of April, 1783. His father, who was a respectable merchant, originally from Scotland, died while he was quite young, and his education was superintended by his elder brothers. Grisword, in his "Prose writers of America," states that in his youth he was of a meditative and almost melancholy disposition, though at times evincing something of that rich and peculiar humor, for which he became so famous. His first essays in literature were a series of letters in 1802, published in the *Morning Chronicle*, of which his brother, Mr. Peter Irving, was editor. In consequences of symptoms of pulmonary disease, he proceeded in the following year to the Mediterranean. He was landed on the southern coast of Sicily,—whence he proceeded by way of Palermo and Naples to Rome—and through France to England. He returned in 1806, and soon after joined Mr. Paulding in writing Salmagundie. Shortly afterwards he published his "Knickerbocker's History of New York," one of the most genial and humorous of his compositions. He was admitted into partnership with his brothers, who were extensively engaged in foreign trade, and in 1815, he went to reside in Liverpool, to assist in conducting the business. But he had hardly landed in England, when a reverse of fortune swept away the entire business of the firm. He now resorted to literature as a solace and support, and in 1819 and 1820, published the Sketch Book—in London and New York,—a work which contains some beautiful sketches, always fresh and pleasing. This was followed by Bracebridge Hall in 1822, and several other works. In 1828, having spent several years in Madrid, he published the life of Columbus, and in 1831, the voyages and discoveries of the Companions of Columbus. In 1832, after an absence of seventeen years, he returned to his native country, and shortly after purchased the old mansion of the Van Tassels, on the Hudson, in the vicinity of Sleepy Hollow. Here he passed his summers, and his winters he spent in New York. In 1835, he published his Tour of the Prairies, which was followed by Abbotsford, Newstead Abbey, Legends of the Conquests of Spain, Astoria, the Rocky Mountains and other works. In 1841 he was appointed Minister plenipotentiary to Spain, and resided five years in Madrid—and in the autumn of 1846 returned to New York. He was never married, but had about him the daughters of a brother who were to him as his own children, and who loved him with all the love a father could engage. His last work, the Life of Washington, was completed shortly before his death.—The New York *Times* thus speaks of the close of his career. "He was granted the privilege of completing this latest of his works; and closing then, forever, the portfolio out of which so many sweet and kindly and beneficent creations had passed into the world, and with them not one evil thing, one false spirit, one impure; the old man quietly folded his hands in his well-named home of Sunnyside, the goal of a life sunlit by goodness and beauty; and there awaited the summons which has come to him now as gently as we could have asked it should. He died almost in the arms of his niece, without any visible sign of suffering, and after an evening passed in the society of friends whom he loved, and in the indulgence of all those genial and pleasant emotions which he loved especially to cherish in himself, and in all with whom he was brought into contact. With the development of our national literature, greater men than Washington Irving may arise among us; men of deeper thought, of an intellectual originality more grand and imposing; eagles poised on stronger pinions, and circling higher with a bolder flight than he. But the name of the magican who evoked the shapes of legendary life from all the loveliest nooks of the Hudson, and first clothed the new world with a robe of fancy and of feeling, will never die; and we may well rejoice that his spirit will dwell in our literature with an influence as stainless and as wholesome as the remembered image of the man himself will be pure, and peaceable and righteous in the hearts of all who knew him in the flesh."—*Montreal Family Herald.*

No. 2. PROFESSOR GEORGE WILSON, M. D.

We have this day the melancholy duty to record the death of Dr. Geo. Wilson, F.R.S.E., Professor of Technology in the University of Edinburgh, Director of the Industrial Museum of Scotland, and brother of Professor Daniel Wilson, University College, Toronto. Professor George Wilson had naturally a weak constitution, and a feeble frame of body, and he suffered much from sickness during his comparatively brief career. Indeed, his kind and generous disposition often caused him to take more work than he might have done; and the fatigues he endured in connection with the new museum contributed in no small degree to shorten his days. He took a peculiar interest in the subject of his chair, and treated it in a most felicitous manner. He was a most attractive lecturer. He desired to make science popular, and he succeeded admirably. His style was well calculated to attract an audience, as was evidenced by the crowds that attended his appearances in public. The Philosophical Institution benefitted much by his interesting prelections on many occasions. He had a genial spirit, and entered with ardor into the socialities of life. Withal he displayed a truly Christian deportment. Science in his hands was made subservient to the best interests of his fellow-men. The connection between science and religion was never forgotten by him, and he directed the minds of his pupils to a higher knowledge than that on earth. He was ready for every good work, and his writings breathe throughout a spirit of Christian philanthropy. There is in them a grace of diction, a fluency of style, and a force of illustration, which are truly remarkable. At the time of his death, he was engaged in writing the biography of his friend, Professor Edward Forbes, whose unexpected death occurred in a similar way at the commencement of a former session. It is to be hoped that the materials are in such a state that they can be made available. Among his published works are the Life of the Hon. Henry Cavendish, forming one of the volumes of

the Cavendish Society; a Life of Sir Humphrey Davy; Life of Professor John Reid, St. Andrews; Chemistry of the Stars; Chemistry of the Electric Telegraph; The Five Gateways of Knowledge; Researches on Colour Blindness; the volume on Chemistry in Chambers' Educational Course; besides numerous pamphlets and lectures. His sudden departure has caused a blank which will not be easily repaired, whether we look to the University and popular science, to the social circle, or to the cause of religion. He has rested from his labors, and his works do follow him. To his friend the Rev. D. Carins, in his dying moments. he expressed his assured faith in the merits of his Redeemer, and his latter end was peace.—*From the Edinburgh Courant.*

No 3. THOMAS DE QUINCEY, ESQ.

Mr. Thomas de Quincey died on 8th December at Edinburgh, having considerably passed the term of three score years and ten. Thomas De Quincey was born at Manchester in 1786. He was educated at Eton and Oxford. The biography of his early days may be found in his "Confession," and scattered through the pages of his other books. The "Confessions of an Opium Eater," the book by which De Quincey is best known, originally appeared in the old London Magazine in 1821. For some weeks past his health had been seriously affected; but, as he was frequently an invalid, alarm was not excited as to his condition till very lately, and the end, though it could not be said to be either sudden or premature, was yet so far unexpected. The Scotsman says that almost till the very last his perceptions were as vivid, his interest in knowledge and affairs as keen as ever; and while his bodily frame, wasted by suffering and thought, day by day faded and shrunk, his mind retained unimpaired its characteristic capaciousness, activity and acuteness. Within a week or two he talked readily, and with all that delicacy of discrimination of which his conversation partook equally with his writings, of such matters as occupied public attention; displaying so much of elasticity and power that even those who had the rare privilege and opportunity of seeing him in those latter days cannot be otherwise than startled and shocked by the seeming suddenness of his death. With the departure of Thomas De Quincey almost the very last of a brilliant band of men of letters, who illuminated the literary hemisphere of the first half of our century with starry lustre—differing each from each in glory, but all resplendent—is extinguished.—*Manchester Guardian, Dec.* 10.

No. 4. THE SCHILLER FESIVALS.

The centennial anniversary of the birth of Frederich Schiller has been celebrated throughout England, the United States and Canada with great enthusiasm. He is the most popular of the German poets, not even Goethe excepted. Schiller was born Nov, 10, 1759, at Marback, a town of Wurtemberg, a few miles from Stuttgardt, on the banks of the Neckar. His father was a surgeon in the army of Wurtemburg, and possessed little but the emolument to be derived from his office. His son Friedrich was sent to school at Labwigsburg where he studied the Greek and Latin classics under the tuition of the celebrated Jahn. His father's restricted circumstances, however compelled him to gather the materials of his education under various masters, and to be left frequently to his own resources of self-culture. He was early distinguished for an exquisite sensibility and a love of nature. There is an anecdote told of his having been found, when quite a child, during a thunderstorm, perched on a branch of a tree, gazing at the sky and watching the flashes of lightning, and when he was reprimanded, replying that it was so beautiful he wished to see where it came from.

IX. Papers on Classical Subjects.

1. ANCIENT SHIELDS.

Extracts from a Paper recently read at the Canadian Institute by the Rev. John McCaul, LL.D., President of University College.

Dr. McCaul, at the commencement of this paper, said that the subject presented a wide field for research; and as he believed there were some misapprehensions on some points connected with it, whilst on others there was a total silence on the part of those who had examined it, the topic seemed to be suitable for bringing before the Institute. It was, however, too extensive to admit of the whole of it being discussed at one meeting; and he therefore thought it advisable to limit himself to the examination of Grecian shields and their characteristics. He need scarcely say that the main authority in considering this subject, was Homer. The shields mentioned by him were circular, with a radius of probably eighteen inches. He uses *aspis* and *sakos* indifferently, but it appears from a passage in the Phœnissæ of Euripides, that there was a distinction in form. Perhaps the latter was oblong. Besides these there were other ancient Greek shields not alluded to by Homer; there were crescent-shaped and of other forms. The lecturer exhibited on a blackboard representations of the different shields in use by the Greeks; including the *aspis*, the *pelta*, the *gerron*, and the *thureos*. The shapes of shields, he might mention, were of great importance in determining the country of those who bore them. The lecturer here referred to the Carians, who had been disinterred at the lustration of Delos, the Ætolians who used the *sakos*, the *pelta* of the Thracians, and the *gerron* of the Persians. So far as to the shape; with reference to the material of which these defensive weapons were composed, we read of them in Homer as having been made of leather. The shield of Ajax, celebrated in the Iliad, was made of seven folds of hide and one of brass or bronze, or a mixture of copper and tin. The shields of Hector, Æneas and Sarpedon, were also of the same materials. Nestor's was mentioned as being made of gold. Agamemnon's shield was composed of ten circles of brass, with twenty bosses of tin, and one in the middle made of a metal called cyanus. The shield of Achilles, which was supposed to have been forged by Vulcan, was made of two layers of brass, two of tin, and one of gold; and what was extraordinary was, that it was the middle one that was of gold. The lecturer then considered the question of how the shields were carried, and said that in the Homeric era they were suspended by a belt around the neck. There were two passages in the Iliad where a word occurred which had been translated as "handles," but he questioned the accuracy of this translation and of the interpretation given by Heyne. It was distinctly stated by Herodotus that handles were invented by the Carians, and that the ancients, before that invention, had no appliances for the management of the shields but the belts. Much confusion had been produced by the indiscriminate use of *ochanon* and *porpax* by commentators, lexicographers, and scholiasts. It was evident from Plutarch that they were different, for Cleomenes directed the Spartans to carry the shield by the former and not by the latter. The last topic to which he would advert was the mode of decorating the shields. In Homer, Agamemnon's was adorned with the Gorgon's head, and around it personifications of Terror and Fear. The shield of Achilles was embellished with various representations, which the lecturer minutely described. Æschylus and Euripides had each given descriptions of the shields carried by the seven chieftains at Thebes. Some of them were decorated with figures, as if speaking, with representations of the words proceeding from their mouths, On one, that of Polynices, as described by Euripides, were moveable figures, representing the Potnian mares, put in motion by some internal mechanism. The reference to this suggested an enquiry into the knowledge of the ancients of *automata* and objects moved by internal machinery, but he had already occupied so much time, that he must decline the investigation however interesting. At the conclusion he was warmly applauded. [The lecture, which was a very interesting one, will be published in full in the journal of the Institute. It will, no doubt, be highly acceptable to all classical readers.]

2. REPASTS OF THE ANCIENTS.

A very remarkable peculiarity in the banquets of the ancients was, their not confining the resources of the table to the gratification of one sense alone. Having exhausted their invention in the confection of stimulants for the palate, they broke new ground, and called in another sense to their aid; and by the delicate application of odors and richly-distilled perfumes, these refined voluntuaries aroused the fainting appetite, and added a more exquisite and ethereal enjoyment to the grosser pleasures of the board. The gratification of the sense of smelling (a sense held up with us in very unreserved neglect, probably on account of its great delicacy) was a subject of no little importance to the Romans. An attention to this delicate organ they might have learned from the East, where, from the remotest antiquity, perfumes were considered as one of the indispensable enjoyments of the higher class of society. The very nature of the climate might have led to this; for, under the influence of a burning sun, the stomach neither requires nor can support much of heavy and substantial food, nor are its demands by any means so pressing as in colder climes. It may not be altogether fanciful to suppose that in those fiery atmospheres strong and aromatic perfumes may possess some alimentary properties, and help in some measure to allay the cravings of appetite. At all events, such a supposition is not altogether out of place in the land of Peris and birds of paradise, which latter are said, according to the beautiful superstition of the country, to live upon the ethereal breath of flowers. However this may be, it is certain that the Romans considered flowers as forming a very essential article in their festival preparations; and it

is the opinion of Baccius, that at their desserts the number of flowers far exceeded that of fruit. When Nero supped in his golden house, a mingled shower of flowers and odorous essence fell upon him; and one of Heliogabalus' recreations was to smother his courtiers with flowers, of whom it may be said, "They died of a rose, in aromatic pain." Nor was it entirely as an object of luxury that the ancients made use of flowers, they were considered to possess sanative and medicinal qualities. According to Pliny, Athenæus, and Plutarch, certain herbs and flowers were of sovereign power to prevent the approaches of ebriety, and to facilitate, or as Baccius less clearly expresses it, clarify, the functions of the brain. Amongst these disintoxicating flowers are enumerated, by the forementioned authors, the rose, the violet, the saffron flower, the myrtle, the paraley, and the ivy. We merely transcribe the names, without vouching for the virtues of these remedies. However, Plutarch has endeavoured by a long and elaborate ratiocination to show how the exhalations of certain plants and flowers may facilitate the functions of the brain, and neutralize the usual inebriating qualites of wine. If the fact be as the worthy Cheronean has it, it may not be without its use at certain moderate merry meetings. Hippocrates was also of opinion that floral exhalations are extremely salutary. We are not aware that modern experimentalists have given this subject all the attention that it deserves; and yet it is one of some importance; for if, as we are told, the brain be the seat of the soul, it behoves us to make use of every means that may render its sojurn there commodious, and keep it from the intrusion of such unwelcome visitors as vinous fumes and alcoholic vapors. If the functions of the brain are to be facilitated, and its troubles, written or unwritten, to be razed out by such gentle and agreeable agents as the delicate breath of flowers, away then with the doleful tribes of physicians and pharmacopolists! henceforth our doctors shall be florists, and our apothecaries perfumers. Instead of noxious draughts and stomach revolting boluses, let us drink the delicate exhalations of a violet, or inhale the rich effluvia of the heliotrope. Let our beds be draperied with fresh blown roses, and our rooms carpeted with living flowers.

X. Papers on Practical Education.

1. OUR WINTER SCHOOLS.

Among the most important institutions in our land are our Winter Schools. When it is considered that it takes only very few years at the present day, to change the apparently unimportant and uninfluential member of society, it becomes a great question to every good citizen how he shall lend his whole influence towards elevating the condition of our common schools. The practice of employing poorly qualified teachers will always keep our schools far below what they should be. A teacher need not attend to a great number of studies to be successful in his calling. The study of Geography alone may be carried to any extent. So may Grammar and Arithmetic, and it is only the teacher who is thoroughly drilled in these branches himself that can impart the same drilling to his pupils.

Away down in the deep recesses of the human mind there are elements of power that only need the skilful hand of the teacher to put in motion and bring out to the light. Like produces like, and the shallow minded teacher can only make shallow minded and superficial scholars so far as his influence may go. Almost a complete revolution is yet to be effected in our schools in these respects before they attain to the standard to which they are capable. We see many a man who says that he does not labor for himself, but for his children, and yet hardly bestows a passing thought on the character of his teacher or the actual progress of his children. Our impression is, that the districts in this town have generally been more fortunate than usual in securing well qualified teachers, and we hope to hear a good report from them. We firmly believe that if the standard of the teacher was high enough, and the time of our children was rightly improved, a majority of our scholars might be fitted for college, even in the town schools, before they are eighteen years of age.—*Bethel Courier.*

2. PATIENCE IN THE SCHOOL ROOM.

What qualification does a teacher need to possess more important than that of patience, real genuine patience? Not a careless indifference that says, by and by all will come right, only wait; not a sluggish waiting that says I can do nothing more, time will accomplish what I fail to perform; but an earnest, working patience; a patience that will preserve. The qualification is not unfrequently brought to mind by the exclamations of parents and others who visit our schools. "What an amount of patience one needs to possess to get along with so many different dispositions," says one; "I should think your patience would be severely tried sometimes," says another. "My patience would soon be entirely exhausted," remarks a third. Very few speak of the knowledge it requires; they do not even think it must require a vast amount of knowledge to be able to teach. Our attention is also directed to the subject of patience by those who would advise and suggest the best methods of teaching. We should employ no incentive to study which might seem to buy the pupil's interest, but labour patiently in "striving to imbue them with the true spirit of a scholar.

We should not be discouraged if a class fail in the recitation of a difficult lesson, but patiently explain some of the difficult points, and perhaps relate an anecdote, or give some information not contained in the text-book. We should not severely punish a scholar who has thoughtlessly committed a slight offence, but with kindness and patience reprove him, and if he is a true scholar, he will be more thoughtful, more careful in the future.

Patience is needed in every situation in life, but in the school-room it is surely indispensable; here the true, genuine article never "ceases to be a virtue."—*N. H. Teacher.*

3. HOW I SUCCEEDED IN TEACHING SPELLING.

Last winter I had a class of children from eight to eleven years of age, not an individual of which could either write or read writing. At the commencement of the term I taught them the letters upon the blackboard. They were then requested to write their spelling lessons on slates in their seats, and to read them in the class. Of course all said they could not do it; but were induced to try by encouragement and promise of help from myself. The following plan was adopted. Let it be proposed to write the word *baker*. The letters were written upon the slate in alphabetical order, and the first letter of the proposed word, *b*, is to be found in the copy and carefully imitated; then the next, and so on through the word. The small letters, and they unconnected, were first used. All were delighted with this new method of spelling, and were glad to spend all their leisure time in this. They were ambitious to so write and review the lesson as to be able to read it readily and correctly. The improvement was rapid; soon the words were commenced with a capital, the letters joined together, and so ornamented with flourishes were found, some of them, to be fine specimens of pencilship. Towards the close of the term we practised writing in the class, and it was found that two words per minute could easily be written. Care should be taken that the words or lines be written parallel, and that such letters as *s* and *r*, *a* and *o*, be made correctly, that they may not be mistaken for each other. I have been much pleased with this method in the past and am pursuing the same the present winter. I would recommend it to my fellow teachers. It will cost you some effort and patience, but the advantages are great.

1. Those idle hours so prolific in mischief are profitably employed.
2. A habit of rapid and correct writing is acquired.
3. More knowledge of spelling will be gained in this than in any other way.
4. A habit of industry in school, and of writing letters well, will be formed and the interest in the school will be much increased. J. C. B.—*Maine Teacher.*

4. THE FEMALE TEACHER.

If ever I envied mortal being upon earth, it was not the queen with realms belting the globe, to whom the mightiest of earth's lords were proud to pay their homage; but it was the devoted, modest, female teacher, concious only of her duties, unconscious of ambition or of earthly reward. The scene of her labors may be some obscure rural district; the spot where she gathers her little flock some unsightly corner between public roads, swept by the bleak winds of winter, and scorched to barrenness by summer's suns; her house weather beaten, unshaded by a tree, unsheltered from the storm, open to noise and dust, and gaze of passing travellers; yet there uncheered by recognition of the outward world, her fidelity equally unrequited by the sympathies or by the gains of men, there she opens upon earth once more a paradise of light and love. There, day by day, she gathers her little group around her, and hovers protectingly over them, while all their little hopes, and fears, and joys, and sorrows, nestle beneath her wings—to them the dove of the holy spirit. There, daily on the altar of young and guileless hearts, she kindles and burns the choicest incense that ever rises from earth, as a sweet smelling savor to God. There she spreads the daily repast of knowledge and wisdom on which their young souls grow strong; and the guests at that banquet long to partake of it again. There the duties of the little realm shadow forth the great duties of life,—peace, truth, honesty, honor, benevolence, forgiveness; and as they behold these more through the principles of Jesus Christ than through the policies and economies of men, their hearts are purged as with hyssop and become clean.

Unprotected seems her rude domain, yet so high does she build a wall around it of truth in things seen, faith in things unseen, that the satans of temptation rage without, but can not break through nor overleap it. So cheerless, so affrontive to taste and every sense of beauty—you would not believe it yet she makes this rude spot a fortress and stronghold, and an armory of God, and out of it shall go forth great iconoclasts—the breakers of the idols of men—beneath whose blows mosque and pagoda and heathen temple shall go down. From beneath the gentle covering of her wing shall go forth the thunder-bearers, with the bolt and flame of eloquence to rend and consume the organized and deep-seated oppressions of man, the profligacies and briberies of capitals and courts; the robberies of nations, whether it be Poland or Hungary, Mexico or Cuba; the lusts of men, Sodom, Gomorrah, Utah: the bondage of men, serf, sepoy or slave; the appetites of men in intemperance, or the ambitions of men in war. There, too, shall go forth sweet angels of mercy to undemonize the hearts, to restore the sanity, to sooth the agonies of men—the Mrs. Fry's, the Miss Dixes, the Florence Nightingales. Christ's lessons were all lessons of purity, faith, benevolence; but they never sounded so beautifully, they never touched so divinely, as when spoken by the voice and ministered by the hand of woman. Again, I say, if ever I envied mortal being upon earth, it was not the queen with realms belting the globe, to whom the mightiest of earth's lords were proud to pay their homage; but it was the devoted, modest, female teacher, conscious only of her duties, unconscious of ambition or earthly reward.—*Horace Mann.*

5. HARRIET MARTINEAU ON FEMALE EDUCATION—CALISTHENICS.

It will be an immense advantage when the day comes for boys and girls learning and playing together, as the children of several foreign countries do. Climbing trees is admirable exercise for everybody; and so is cricket, and trap-ball, and ball play of all kinds; and racing and jumping. Instead of this, we see not a few schools where the girls, after sitting and standing all day, are taken out for a walk in the twilight to save lighting candles. They seldom feel the sun; they have chilblains and other ailments from bad circulation; and in such schools nearly every girl has more or less distortion of the spine when she has been there more than two years. In the last century people knew no better. Little girls were put upon hard benches without backs, and so high that the feet hung in the air; and so perched, they were required to sit bolt upright and sew for hours together. The consequence was the deformed shoulder, the hump-back, the weary aching spine, which many thousands of English women have carried to the grave. There is no more reason for women being crooked than any other creature born with a proper backbone; and this is better understood now than it used to be.

We see that the seats in schools are oftener accommodated to the height of children; and, if leaning back is not countenanced, there is more frequent change of posture and of occupation. Calisthenic exercises, and even the inclined plane for the relief of the backs of fast-growing girls, are common sights in our day. The improvement is marked; but the condition of school-girls needs more consideration than has yet been given to it. Their average of health is far below that of boys; more of them will languish in invalidism; fewer will have genuine robust health; more, in particular, will die of consumption within ten years. The main cause of this is the unequal development of the faculties. There is too much intellectual acquisition, though not too much mental exercise, if it were made more general; and there is an almost total absence of physical education.

If the muscles were called upon as strenuously as the memory to show what they could do, the long train of school-girls who institute the romance of the coming generation would flock merrily into ten thousand homes, instead of parting off—some to gladden their homes, certainly, but too many to the languid lot of invalidism, or to the actual sick-room; while an interminable procession of them is forever on its way to the cemetery—the foremost dropping into the grave while the number is kept up from behind. Many a survivor will be still wondering, with grandchildren round the fire, that this and that and the other pretty or clever school-fellow should have died so early; and, at the same time, papa, at thirty, will remark on the number of the fellows who left school with him who have had to go to Madeira. Some have rallied; but for most it was merely the choice of a grave under the myrtles there or in the sea, or in the cemetery at home.

When a dragon devoured youths and maidens in ancient times, somebody was always found to go out against him, and to conquer him at last. We must not be less watchful and devoted than our forefathers. We must rescue our youths and maidens from an early doom.—*New York Times.*

6. SCHOOL FURNITURE.

Says Dr. J. V. C. Smith, "There is a radical defect in the seats of our school-rooms. Malformation of the bones, narrow chests, coughs ending in consumption, and death in middle life, besides a multitude of minor ills, have their origin in the school-room. To the badly-constructed seats and writing-desks are we to look, in some measure, for the cause of so many distortions of the bones, spinal diseases, and chronic affections, now so prevalent throughout the country."

Another physician, Dr. Woodward, says: "High and narrow seats are not only extremely uncomfortable for the young scholar, tending constantly to make him restless and noisy, disturbing his temper and preventing his attention to his books, but they have a direct tendency to produce deformity of his limbs. Seats without backs have an equally unfavourable influence upon the spinal column. If no rest is afforded to the backs of the children while seated, they almost necessarily assume a bent and crooked position. Such a position, often assumed and long continued, tends to that deformity which has become extremely common among children of modern times, and leads to diseases of the spine in innumerable instances, especially with delicate female children."

7. LOCAL MUSEUM COLLECTIONS IN SCHOOLS—THEIR VALUE.

"I would urge upon the consideration of those interested in the progress of science in America, the value, to the student, of well-stored museums, and especially of local collections containing series of specimens of every species of animals, plants, minerals, rocks, and fossils found in the vicinity of every school throughout the country, with precise indications respecting their origin."

"It is a great mistake to suppose that large museums are necessary for the study of natural history, and the show-specimens from distant countries add much to the interest of a scientific collection. I deliberately assert, that there is not a school house in the country in the immediate vicinity of which it would not be easy to make, in a few years, a collection of native specimens sufficient to illustrate the fundamental principles of any branch of natural history. Nay, it is not too much to add, that such collections would contribute greatly to the advancement of science, if simple catalogues of their contents were published from time to time. I am satisfied, from my own experience, that every such collection could, in less than ten years, be made worthy of a careful examination by even the most critical professional naturalists, and would afford to the teachers and pupils a source of ever-new interests in their walks, and of ever-increasing extension of their knowledge and ability to observe. In Massachusetts, a very good beginning has already been made, in several schools."—*Agassiz on the study of Natural History.*

8. THE SUPERIORITY OF THE EDUCATED.

"The hand," says Prof. Mayhew, "is found to be another hand, when guided by an intelligent mind. Individuals who, without the aid of knowledge, would have been condemned to perpetual inferiority of condition, and subjected to all the evils of want and poverty, rise to competence and independence by the up lifting power of education. In great establishments, and among large bodies of laboring men, where all services are rated according to their pecuniary value—where there are no intrinsic circumstances to bind a man down to a fixed position, after he has shown a capacity to rise above it; where, indeed, men pass by each other, ascending or descending in their grades of labor just as easily and certainly as particles of water of different degrees of temperature glide by each other: under such circumstances is it found, as an almost invariable fact, other things being equal, that those who have been blessed with a good common-school education rise to a higher and higher point in the kinds of labor performed, and also in the rate of wages received, while the ignorant sink like dregs, and are always found at the bottom."

Speaking of education as the parent of material riches, the same author says: "A mass of facts, collected by Horace Mann from the most authentic sources, seems to prove incontestably that christian education is not only a moral renovator, and a multiplier of intellectual power, but that it is also the most prolific parent of material riches. It has a right therefore, not only to be included in the grand inventory of a nation's resources, but to be placed at the very head of that inventory. It is not only the most honest and honorable, but the surest means of amassing property. Considering education, then, as a producer of wealth, it follows that the more educated a people are, the more will

they abound in all those conveniences, comforts, and satisfactions, which money will buy; and, other things being equal, the increase of competency and the decline of pauperism will be measurable on this scale."

XI. Papers on Physiology and Health.

1. HEALTH AND WHAT PROMOTES IT?

Dr. Frank H. Hamilton, in an address on hygiene, to the graduates of the Buffalo Medical College, discusses the subject of health and the causes which promote or injure it. We make the following extracts:—

STOVES AND FURNACES.

Within a few years the air-tight stove has been substituted for the iron dogs, and for the first time since men began to live in houses we have no "fire-places." The shrine of the Lares has been removed, and our houses have been literally pillaged—robbed of the domestic hearth, toward which so many associations have always centered, for which the blood of nations has been regarded as the symbol of home with all its social comforts.

Not content with this, those enemies to our race have still more lately taken away the stoves which, destitute of the essence, still occupied the places, and served to remind us, at least, of the ancient fire-places; and instead, they have built for us iron furnaces—Ætnas—under ground, so that now what of the oxygen we are not able to consume and convert into carbonic acid, is vitiated by impure gas escaping from its hidden chambers, by invisible particles of coal dust, and by other impurities which clog up the air-cells, and close the avenues of life, or stick along the parched fauces as if reluctant to convey their poisons to the lungs.

Stoves have no doubt abridged the sum of human life, but by these subterranean iron furnaces we are truncated—cut short in the middle. It is an error to suppose that hot-air furnaces can ever be so constructed or managed, at least in private houses, as not in any degree to prove detrimental to health. We wish we could persuade ourselves that this is not so, for it is certainly very agreeable in a climate like ours, to enjoy throughout all the rooms and passages of the house warm and uniform temperature; but it is just this even warmth which is one of the sources of mischief. The inmates are so little accustomed to the cold within doors, and become so morbidly sensitive, that they shudder at the idea of going out, and if they ever do venture into the air, the frost enters into their open pores, and they hasten back to their shelter, chilled, exhausted and discouraged. They are no better able to endure the storms of winter than a plant reared in a hot-house. It was the venerable Bede, I think, who said, "When men lived in houses of willow, they were of oak; but when they lived in houses of oak, they were of willow."

WHAT IS NEEDED.

We need for our dwellings more ventilation and less heat; we need more out-door exercise, more sunlight, more manly, athletic and rude sports; we need more amusements, more holidays, more frolic and noisy, boisterous mirth. Our infants need better nourishment than colorless mothers can ever furnish, purer milk than distilleries can manufacture; our children need more romping and less study. Our old men more quiet and earlier relaxation from the labors of life. All men, both young and old, need less medicine and more good counsel. Our cities need cleansing, paving and draining. The Asiatic cholera, the yellow fever, the plague and many other fearful epidemics are called the opprobria of our art, and our fellow-citizens upbraid us with the feebleness and inefficiency of our resources in staying their fatal progress. When will they learn that although we do not fail to cure these maladies, the more precious secret of prevention is in our possession, and has been for these many years?

2. PHYSIOLOGICAL FACT IN REGARD TO VOCAL MUSIC IN SCHOOLS.

I here introduce a fact which has been suggested to me by my profession, and that is, that the exercise of the organs of the breast, by singing, contributes very much to defend them from those diseases to which the climate and other causes expose them. The Germans are seldom afflicted with consumption, nor have I ever known but one instance of spitting blood among them. This, I believe, is in part occasioned by the strength which their lungs acquire by exercising them frequently in vocal music, for this constitutes an essential branch of their education.—*Dr. Rush.*

3. FACTS IN PHYSIOLOGY.

A man is taller in the morning than at night to the extent of half an inch, owing to the relaxation of the cartilages. The human brain is the twenty-eighth of the body, but in the horse but a four-hundredth. Ten days per annum is the average sickness of human life. About the age of 36, the lean man generally becomes fatter, and the fat man leaner. Richter enumerates 600 distinct species of disease in the eye. The pulse of children is 180 in a minute; at puberty it is 80; and at 60, only 60. Dr. Lettom ascribes health and wealth to water; happiness to small beer; and all diseases and crimes to the use of spirits. Elephants live for two hundred, three hundred, and even four hundred years. A healthy full-grown elephant consumes thirty pounds of grain per day. Bats in India are called flying foxes, and measure six feet from tip to tip. Sheep in wild pastures, practice self-defence by an array in which rams stand foremost, in concert with ewes and lambs, in the centre of a hollow square. Three Hudson's Bay dogs draw a sledge, loaded with 300 pounds, fifteen miles per day. One pair of pigs will increase in six years to 119, 160, taking the increase at fourteen per annum. A pair of sheep, in the same time, would be but 64. A single female horsefly produces in one season 20,060,320 eggs. The flea, grasshopper and locust jump 200 times their own length, equal to a quarter of a mile for a man.

XII. Miscellaneous.

1. WINTER SCENES.

The London *Athenæum* thinks the imagery of the following poem, by a new writer, Mr. S. H. Bradbury, is rarely excelled:

The leaves have fallen from the trees,
The alder trembles at the door:
And like the surge of angry seas,
The mad storm moans across the moor!
The frosts are penciling the panes,
With many a quaint and rare device;
Above the leafless village lanes,
Are seen unbroken spots of ice!

The rime upon the hedge-row seems
More purely white than ermine robes;
The solemn sun but weakly beams,—
Hangs in the sky like blood-red globe.
The poor birds flit from spray to spray,
A dense mist hangs upon the world;
And in the daylight waxes gray,
Like smoke from heavy ordnance rolled!

Deep silence reigns in every vale,
No streamlet tinkles as it flows;
Save when struck by the northern gale;
That harps in thunder as it blows!
The ivy round the cottage door,
Looks perished in the dim cold light:
And round our homes the mad winds roar,
And strike with all their groaning might.

The holly's muffled with the snow,
Thro' which the rubied berries peep
Like drops of coral, while below
The river's bound in icy sleep!
We list the north with thunder-tone
Rock giant trees from root to crown;
While massive clouds look sad and lone,
And with a sudden grandeur frown!

The snow flakes fall in reeling showers,
In many wild and grotesque forms;
And soon the hills appear like towers,—
The bulwarks of the rolling storms!
And day, storm-vanquished, coldly dies,
When night in savage glory reigns;
With snow-bound earth and unstarred skies,
Amid the howl of hurricanes!

2. THE HEIR APPARENT TO THE CROWN OF ENGLAND

On Wednesday the ninth of November, His Royal Highness the Prince of Wales attained his eighteenth year, and in event of a demise of the Crown, would rule in his own right as Albert the First. The Prince's natal day occurs on the 9th of November, the day when all the Corporations in this kingdom elect their Mayors, and both events are accompanied by the merry ringing of bells, and

other demonstrations of rejoicing, either of which celebrations would be an event in itself, but the combined occurrences impart to the day a local as well as a national character. The London *Times* lately indulges in felicitations at the extraordinary changes which have been witnessed during the Prince's minority:—"Although (it says) of no great political importance, the completion of the period at which the eldest son of Queen Victoria is competent to take upon himself the duties of royalty cannot be anounced without giving rise, in the mind of most unthinking, to very serious reflections. How vast are the changes which have taken place in the course of the life of this young Prince! How enormous the increase of wealth, how wide the spread of knowledge, how wonderful the progress in the arts which tend to promote human happiness; how wonderful, also, the progress in those arts which are devoted to the purposes of war and destruction! What may not be accomplished before the close of a career which, short as it is, has already witnessed wonders that in the sleepy old times would have been enough for the history of centuries!" The articles winds up by a declaration which we hold to be indisputable, that the three most popular Sovereigns in Europe at the present moment are Queen Victoria, the King of the Belgians, and the King of Sardinia,—all limited monarchs, who have frankly accepted their position, and honourably and in good faith discharge its duties.

3. A YOUNG MAN'S HOURS OF PERIL.

To a young man away from home, friendless and forlorn in a great city, the hours of peril are between sunset and bed-time; for the moon and the stars see more evil in a single hour than the sun in his whole day's circuit; the poet's visions are all composed of tender and soothing images. It brings the wanderer to his home, the child to its mother's arms, the ox to its stall, and the weary laborer to his rest. But to the gentle-hearted youth, who is thrown upon the rocks of a pitiless city, and stands homeless amid a thousand homes, the approach of evening brings with it an aching sense of loneliness and desolation, which comes down upon the spirit like darkness upon the earth.

In this mood, his best impulses become a snare to him, and he is led astray, because he is social, affectionate, sympathetic, and warm-hearted. If there be a young man thus circumstanced within the sound of my voice, let me say to him that books are the friends of the friendless, and that a library is the home of the homeless. A taste for reading will always carry you into the best possible company, and enable you to converse with men who will instruct you by their wisdom, and charm you by their wit; who will soothe you when fretted, refresh you when weary, counsel you when perplexed, and sympathize with you at all times. Evil spirits, in the middle ages, were exercised and driven away by the bell, book and candle—you want but two of these agents—the book and the candle.—*George S. Hilliard.*

4. CROWDING INTO THE PROFESSIONS.

Among the worst features of the education of youth at the present day, and one which at some time in the future may be felt in the prosperity of our nation, is that of forcing a large portion of young men into the professions. It is a great wrong in parents and tutors to hold up the idea to youth in their charge, that the only road to honor and distinction is through the channels of professional life. Besides this direct influence in forcing the intellectual powers beyond their capacity, and in misdirecting and perverting the natural tastes, it induces a false opinion of mechanical pursuits, and begets a disrelish, a contempt of manual labor, which oftentimes leads to unprofitable and worthless lives.

5. HOUSEHOLD AND PARENTAL INFLUENCE.

The household is the place for all real and permanent reforms to begin. Every house ought to be a school of moral discipline; a nursery of piety, the garden where virtue should be planted, germinate, take root and strengthen, before it shall be exposed to the fitful tempests of human passion, and the uncertain tide of this world's fortune. It is to our Christian mothers that the country must look for the preservation of its liberties and the permanence of its institutions. It is from their influence that the Church does hope. On them, as the conservators of piety and virtue, necessarily rests the responsibility of perpetuating all that is good among us! And it is by similar influences and means that their places are to be filled in time to come. And unless the youth of our beloved country are early and carefully taught the ennobling principles of our holy gospel, we can rely with no good security for the continued prosperity of our country and the permanence of its liberties.

Our influence is to be perpetuated through our children, and, if we would have this most effectually tell to the honour of God and the good of our race, we must mould the plastic mind in infancy, call forth its noble energies, engraft in the heart, the fountain and source of action, the words of life and salvation, while we guard faithfully all the avenues to vice, least the destroyer blight our hopes in the tender bud.

It is in very early life that the destiny of our children is determined; early habits are inveterate, and will live and exert their influence long after our children have passed from under our immediate care. If the father would have his sons grow up to be useful and happy (and what father would not?), let him make his own home attractive and agreeable, and let him provide suitable food for the minds of his children, and let him spend his leisure moments around his own fireside, in instructing their minds, in developing their moral affections, and in inculcating right principles of action; and by so doing he will cause them to love their homes, virtue, and God, and leave them rich in knowledge and strong in every virtuous principle, so that his work shall abide and his influence shall live after him, and multiply itself in an infinite series of progression.

The hallowed influences of home, and the sacred associations of the hearth-stone, where consistent piety presides with winning grace and loving mood, are the schools where men are most successfully trained for God and their country.—*British Mothers' Journal.*

XIII. Short Critical Notices of Books.

—— Webster's American Dictionary of the English Language.—We have already expressed in this Journal our high opinion of this admirable work. We have since received a copy of the new pictorial edition of the work—the improvements and additions in which are so numerous and important, as fully to justify its claims to the pre-eminence in American philological works which it has so long enjoyed. To the Dictionary proper, the author has prefixed an interesting dissertation on the origin, history and connection of the languages of Western Asia and Europe, with an explanation of the principles on which languages are formed. The whole work is carefully revised and enlarged, by the Rev. Chauncey A. Goodrich, D.D., of Yale College, a most indefatigable editor and philologist. Although we object to the orthography which Dr. Webster has seen fit to adopt, in regard to some words, we cannot object to the correctness and fulness of the definitions; the careful collection of instances of the authorized usage of words; the table of synonyms, and the faithful representation of the pronunciation of the English language in its present state. Richardson's Dictionary is more minute and comprehensive; but for a general reference dictionary this fully answers all practical purposes.

The "Pictorial" part of this dictionary consists of fifteen hundred finely executed illustrations of objects in architecture, mechanics, heraldry, shipping, costume, natural history, archæology, mythology, &c. These illustrations are placed together as in the encyclopedias, and are arranged by subjects alphabetically, reference being made in the text to the illustration, and in the illustrated page to the text. They are chiefly taken from Blackie's Imperial Gazetteer,—an admirable English publication formed on the basis of Webster's Dictionary.

The appendix contains 10,000 new words, gathered since 1847. These are mostly scientific and technical words, and many of those now make their first appearance in a dictionary. Dr. Goodrich's table of Synonyms, extends to 70 quarto pages, and includes over 2,000 words. These are grouped together with scholarly nicety and correctness.

The pronouncing table of 8,000 names, not only gives the pronunciation of these names, but their nationality and the departments in which they were distinguished. Several names of little importance are included.

A list is given of Latin, French, Italian, and Spanish quotations and phrases, which includes those most usually reproduced in English literature. There is also a copious table of common abbreviations, and of commercial, mathematical, and other arbitrary signs. Also a list showing the peculiar use of words and terms in the Bible, &c. &c.

The work is published by Messrs. G. and C. Merriam, Springfield, Massachusetts, and is approved by the Council of Public Instruction for use in Public Schools and Libraries in Upper Canada.

—— Archaia, or Studies of the Cosmogony, and natural history of the Hebrew Scriptures, by J. W. Dawson, LL.D., F.G.S., Principal of McGill College. Montreal; B. Dawson and Son As a highly valuable addition to our slender stock of Canadian Literature, we cordially welcome this

handsome volume. It is well printed by Mr. Lovell, and is presented to the public by the publisher in a very creditable shape. The accomplished and amiable author has displayed great industry and zeal in the preparation of the work. It is forcibly, and in some parts eloquently, written; and the air of sincerity and earnestness which pervades it, carries the reader on from page to page, even where he may not fully agree with the author.

It would require a much larger space than is at our disposal to do justice to Dr. Dawson's work; but as some will hesitate to adopt his Geological theory or concur in some other of his views, it may be proper to give the following extract from the preface in which the author concisely states the object of the work:

"This work is not intended as a treatise on elementary Geology, with Theological applications, nor as an attempt to establish a scheme of reconciliation between Geology and the Bible. It is the result of a series of exegetical studies of the first chapter of Genesis, in connection with the numerous incidental references of nature and creation in other parts of the Holy Scriptures. A farther use to be served by such a work, even after all the numerous treatises already published, is that of affording to geologists and the readers of Geological works, a digest of the cosmical doctrines to be found in the Hebrew Scriptures, when treated strictly according to the methods of interpretation proper to such documents, but with the actual state of geological science full in view. On the other hand, biblical students and Christians generally, may be interested in noting the aspects in which the scriptural cosmogony presents itself to a working naturalist, regarding it from the stand-point afforded by the mass of facts and principles accumulated by modern science"

The work extends to upwards of 400 pages, including the index and appendix. It is dedicated to His Excellency Sir Edmund Head, as "a scholar and a man of science."

—— THE U. E.; A TALE OF UPPER CANADA.—Niagara, 1859.—Messrs A. H. Armour, & Co. Toronto. We have looked through this anonymous poem with much pleasure. As an offering of the Canadian Muse, it deserves a kindly welcome. The sufferings and privations of the heroic people whose sacrifice of their own homes and firesides, in the cause of duty and honor led to the early settlement of Upper Canada deserve, as we hope they will yet receive, a triumphant vindication for the part they took in the eventful drama of the American Revolution. The design of the Poem (as expressed by the author) is "mainly to preserve the peculiar traits of a generation of men, now alas! nearly passed away; the United Empire Loyalists of Canada." The poem sketches the adventures of a party of emigrants who arrive in Upper Canada by way of Quebec; and to whom on their arrival in the neighbourhood of an old U. E. Loyalist, the old veteran recounts his exploits and privations. The poem further sketches some incidents in the rebellion of 1837, in which the personages introduced took part. Hugh (a son of the hero,) being alone a traitor to his Queen and country, loses his life in the fray. The language and versification are good; but they rarely rise above the character of the events narrated.

[Notices of books received from Messrs. Leonard Scott and Co., and F. D. Harriman, New York; Professor Silliman, New Haven; Tilson and Co., and C. Stone, Boston; &c. &c., will be inserted in our next.]

XIV. Educational Intelligence.

CANADA.

—— UNIVERSITY OF TRINITY COLLEGE.—ANNUAL CONVOCATION.—The annual meeting of the convocation of the University of Trinity was held at the appointed time in the College Hall. Sir J. B. Robinson, Bart., Chancellor of the University, presided as usual; and after convocation had been opened with the accustomed prayers the following degrees were conferred:—B. A.—Bethune, C. J. S.; Wood, J; Miller, J. A.; Nesbitt, G.; Baldwin, M. S.; Carruthers, G. T.; Cooper, H. D.; Patterson, Rev E.; Williams, Rev. A.; B. A. ad Eundem.—Johnson, Rev. Samuel, T. C. D. M. A. ad Eundem.—Kendall, Rev. E. K St. Johns, Cambridge; McLean, Rev John, King's College, Aberdeen. M. A.—Johnson, Rev. Samuel B. C. D.—Vankoughnet, Salter. M. D.—Mackenzie, John Thomas.

The following prizes were then distributed:

McNeely, John—Chancellor's prize (for 1st class in Math. honors 1858,) and Bishop of Toronto's Theological prize. Bethune, C. J. S.—Classical prize, 3rd year. Cayley, E—Mathematical prize 3rd year. Stewart, P. E.—Classical prize, 2nd year. Stewart, P. E.—Mathematical prize, 2nd year. Fleming, Rev. W. Carruthers, G. T.—1st Kent prize for Theological Essay. Cooper, H. D.—2nd Kent prize. Cayley, J.—Dr. Fuller's 1st Reading prize. McLeod, D.—Dr. Fuller's 2nd Reading prize. Stewart, P. E.—Archdeacon of York's prize for Latin verses. Carruthers, G. T.—Chemistry prize in 3rd year. Bethune C. J. S., Cayley, E.—Prize for Geology in 3rd year. Douglas, J.—Chemistry prize in 2nd year. Douglas. J.—Prize for Geology, 2nd year. Evans, L. H.—Chemistry prize, 1st year, Montgomery—Prize for Experimental Philosophy, 1st year. Carruthers. —Dr. Bovell's medal, in Natural Theolgy 1858. The Latin prize poem "Magna est funerum religio," was recited by Mr. Stewart, and received with great applause.

The following Students were then matriculated:—Fraser, J. W. B.; Baldwin, A. H.; McCleary, J; Trew, A. G. L; Briggs, W. T.; Cooke, A. B.; Forneri, R. S.; Fidler, A; McMartin, M. M. The proceedings were closed by the pronouncing of the benediction by the Bishop of Toronto.

The following gentlemen were elected to scholarships, at the annual examination in June; Harrison, R.—Wellington Scholar; Evans L. H.—Burnside Scholar; Henderson, E.—Allan Scholar. At the matriculation examination in October; Fraser J. W. B.—1st Foundation Scholar; Baldwin A. H.—2nd do.; McCleary J.—3rd do.; Trew A. C. L.—4th do. Divinity Scholars;—Bethune C. J. S.—Jubilee Scholar; Badgley C. H., Carruthers G. T., and Henderson A.—Church Society Scholars. At a meeting of Convocation held on October 15th, Evans H. J., and Patterson C. W. were admitted to the degree of Bachelor of Arts, and at a meeting held on November 29th, Kingston, F. W. was admitted to the degree of M. A., and B. C. L.

The following is the class list containing the names of those Students who passed the Examination for B. A, at Michaelmas Term, 1859. In Honors—Languages, class I.: Bethune, C. J. S. Class IV.: Paterson, C. G.; Wood, J. In Mathematics &c., Class IV.: Bethune, C. J. S.; Evans, H. J.; Miller, J. A.; Nesbitt, J.; Passmen: Baldwin, M. S.: Carruthers, G. T.; Cayley, E.; Cooper, H. D.; Patterson, E.

—— UNIVERSITY OF VICTORIA COLLEGE.—The Fall Term of the University of Victoria College came to a close on the 21st ultimo. The semi-annual examinations took place on the 15th, 16th, 19th, and 20th. On Wednesday afternoon, a meeting was held in the Wesleyan Church, at which a number of Essays were read, by various members of the Junior Class, the composition and delivery of which reflected (on the whole) great credit upon the young orators and their *alma mater*. The chair was taken on this occasion by Professor Kingston, A. M., in consequence of the unavoidable absence of President Nelles, A. M., who was detained by a severe domestic bereavement. In introducing the young essayists to the audience, Mr. Kingston referred to the fact that it was the first time that members of the Junior Class had been called upon to deliver addresses in public, and deprecated any comparison with the essays of those who had completed their University curriculum. He also dwelt with evident satisfaction on the gratifying result of the examination just concluded. We subjoin a list of the Essays and their authors: *Salutatory:* A. Burns, Toronto. *Russia:* C. Bristol, Bath. *The Democratic Spirit:* J. Hossack, Cobourg. *Mahomedanism:* M'Clive, Chippewa. *"Let there be light:"* J. Philip, Weston. *Triumphs of Modern Times:* E. C. Rupert, Mapleville. *Earth's Battle-Fields:* W. J. Shaw, Kingston. *Decisions of Conscience:* W. E. Scott, Toronto. *Destiny of the English Language:* W. Watson, Grahamville.—*Cobourg Star.*

—— UNIVERSITY OF QUEEN'S COLLEGE, KINGSTON.—We learn that upon the report of the Rev. Dr. Barclay, of Toronto, and Alexander Morris Esq., of this city, who visited Scotland for the purpose, the Rev. W. Leitch, of Monimail, Scotland, has been appointed Principal of Queen's College, Kingston. Mr. Leitch is distinguished for his proficiency in astronomy and the natural sciences generally, having taught them in the University of Glasgow.—*Montreal Witness.*

UNIVERSITY OF MCGILL COLLEGE MONTREAL.—The Montreal *Gazette* states, that the matriculated students in the University up to this date are as follows:—Faculty of Law 37; Faculty of Medicine, 99; Faculty of Arts, including the Special Course of Engineering, 50—186 in all. Besides these there are a few occasional students. These numbers are larger than in any previous session, and some increase may be expected after the Christmas vacation. The McGill Normal School has 76 teachers in training. The above numbers are exclusive of the pupils of the High School, 252 in number, and of those of the Model Schools, which accommodate 300 pupils, and are full.

—— Council of Public Instruction for Lower Canada.—Secretary's Office, (East,) Quebec, Dec. 17th, 1859. His Excellency the Governor General has been pleased to make the following appointments:—The Right Reverend Francis Fulford, D.D., Lord Bishop of Montreal; the Right Reverend Joseph Larocque, Bishop of Cydonia; the Honorables Sir Etienne Paschal Taché, Knt., Louis Victor Sicotte, Timothy Lee Terrill, Thomas Jean Jacques Loranger; the Reverends John Cook, D.D., Elzear Alexandre Taschereau, D.C.L., Patrick Dowd, Christopher Dunkin, Esq., M.P.P., Come Seraphin Cherrier, Esq, Q.C., Antoine Polette, Esq, Q.C., François Xavier Garneau, Esq., Jacques Cremazie, Esq., LL.D.; to be, together with the Superintendent of Schools for Lower Canada, the Honorable Pierre Joseph Olivier Chauveau, a Council of Public Instruction for Lower Canada. Louis Giard, Esq., Secretary to the Education Department for Lower Canada, to be Recording Clerk to the Council of Public Instruction for Lower Canada.

—— North Wellington Teachers' Association, under the presidency of A. D. Fordyce, Esq., has lately been formed. We would urge the teachers of the Riding to give it their cordial support.

—— The First School in Canada.—We learn from our Canada exchanges that the first school in Canada was kept by Father *Lejeune* at Quebec, in 1632. It consisted of a Negro boy and an Indian boy, to whom the good father taught reading and writing. He wrote to France that he would not exchange his class for the best university. The following year he had twenty pupils, most of whom came on foot every day from several miles in the country. That school was the foundation of the famous Jesuit's College which produced men of eminence under the French régime, and was numerously attended when suppressed in 1676. The course of studies was identical with that of the College of *Louis le Grand* in Paris. It occupied an immense quadrangular building with a yard in he centre, which for the times, must have been a most stupendous construction, and is still one one of the largest in Quebec. It has, ever since 1776, been occupied by the troops, and is known under the anomalous appellation of 'the Jesuits' Barracks'.—*Illinois Teacher.*

GREAT BRITAIN.

—— Cambridge University.—The Hon. and Rev. Latimer Neville, master of Magdalen College, has been appointed Vice-Chancellor of Cambridge University for the ensuing academical year.

—— Professor Forbes, who at present fills the chair of Natural Philosophy at the University of Edinburgh, has been appointed Principal of the United College of St. Salvador and St. Leonard, in the University of St. Andrews.

—— Sir John Forbes, the physician and author, has intimated his intention of retiring from active life. He has presented his very valuable medical library, numbering about 3,000 volumes, to the Marischal College, Aberdeen, where he received his early education. He graduated in medicine at Edinburgh in 1817.

—— Celtic Professorships.—Several public bodies and societies connected with the Highlands have memorialized the Scotch Universities' commissioners to take the necessary steps for instituting and endowing Celtic professorships in some or all of the Scotch Universities.

—— Queen's College, Belfast.—The engineering school of the Queen's College, Belfast, is approved by the Secretary of State for India in Council, as one in which an attendance for two years will qualify a student who has fulfilled also the other required conditions to become a candidate for admission to the engineering establishments of the public works department of India.

—— The Working Men's College in London—Has progressed so satisfactorily that the institution has been removed to more commodious premises During the past year from 200 to 300 students on an average have attended the various classes, which include, among others, drawing, arithmetic, mathematics, geology, chemistry, English grammar and composition, Latin, Greek, French, and English, and Bible history. Of the students from October to Christmas, 1858, 109 out of 242 belonged strictly to the class of operatives, the remainder being principally clerks, tradesmen, tradesmen's assistants, and warehousemen, and school masters. The operatives included, in the largest proportion, carpenters, cabinet makers, piano-forte makers, watch and clock makers, opticians, printers, compositors, and bookbinders. The total number of students who joined the college in the first year was 400, in the second 350, in the third 260, in the fourth 296, and in the fifth, to the end of the second term, 169, making a total of 1475. There are classes for women in connection with the college, in which cookery and domestic economy are especially taught, as also reading and writing, and vocal music, arithmetic, history, the Bible, needlework, and geography.

UNITED STATES.

—— St. James College, Maryland.—The corner stone of the College of St. James, near Baltimore was laid on the 15th of November. The premises consist of 180 acres of land, purchased for $7,000—about $40 per acre. The building will have a front of 280 feet, and will cost near $60,000.

—— Baptist College, Alabama.—Jeremiah H. Brown, who had agreed to support fifty-two young men studying for the Baptist ministry in Howard College, Alabama, at an annual cost of $18,000 in the aggregate, has recently endowed a theological chair in that college by a contribution of $25,000, in addition to his former pledge.

—— Connecticut School Fund Increased.—The Hartford Times says that Thomas W. Parmelee, of West Bloomfield, N. Y., by a will made in 1855, after providing for the support of his widow, and making some small legacies, bequeathed his real estate to the School Fund of Connecticut, to be conveyed on the death of his wife, (now about 70 years of age.) The property is worth about $5,000. The School fund of Connecticut amounts to $2,044,672. Mr. Parmelee assigned as a reason for giving this property to the School Fund, that long ago, when he was poor, the State loaned him money, which gave him a start in the world, and from which he was enabled to leave a comfortable amount of property, after paying off the loan and all other indebtedness.

—— Wisconsin Schools.—In Wisconsin there are 3,538 school districts, 118 districts which have not reported, 1,611 parts of districts, 78 parts of districts which have not reported, and 657 school houses in joint districts. The whole number of children under four years of age who have attended school is 1,066 and of children over 10 years of age, 2,914.

—— U. S. Libraries.—From M. S. Rhees' manual of the Public Libraries, Institutions and Societies in the United States we learn that the whole number of libraries is 40,890, containing 12,720,686 volumes. Of the public libraries there are 1,297, containing 4,280,866 volumes. Of these New York has 750,421 volumes, and Massachusetts 632,800. Pennsylvania ranks next with 467,716 volumes. A comparison of the number of volumes in public libraries in the largest cities shows New York has 346,185; Philadelphia, 271,081; Boston, 258,079. The Astor library in this city is also the largest public library in the country, containing eighty thousand volumes, six thousand more than the next in size, that of Harvard University. One fact worthy of remark is that of 4,008,081 volumes in the public libraries of all the states, (omitting the District of Columbia, which contains 272,885) there are 3,103,085 in those of the Free states, and 904,946 in those of the slave states.

——The Boston Public Library contains nearly seventy thousand volumes of books, many of them are rare and costly. Fifteen thousand volumes have been indexed and opened for gratuitous circulation. Most of the books have been privately donated. Any person professing to be a citizen of Boston is entitled to the privilege of the Library, without paying a subscription. A borrower can keep a book fourteen days. Over that time a slight fine is imposed. The total losses of books for the past five years have amounted to $100. The fines have more than paid all the losses.

XV. Literary and Scientific Intelligence.

—— Toronto Canadian Institute.—The following gentlemen were on Saturday evening elected office-bearers of the Canadian Institute: President—Professor D. Wilson, LL. D. 1st Vice-President—Rev. Professor Hincks, F. L. S. 2nd Vice-President—Professor H. Croft. D. C. L. 3rd Vice-President—J. Bovell, Esq. M. D; Treasurer—D. Crawford, Esq; Corresponding Secretary—Professor J. B. Cherriman, M. A; Recording Secretary—Patrick Freeland, Esq; Librarian—Professor H. Y. Hind, M. A; Curator—J. F. Smith, Jun., Esq; Council—Hon. G. W. Allan, M. L. C. W. Hay, Esq., Architect; Professor E. J. Chapman; George R. R. Cockburn, M. A; S. Fleming, Esq; Thos. Henning, Esq.

—— PTOLEMY'S GEOGRAPHY.—Mr. Sebastinoff, a Russian savant, has discovered an old manuscript of Ptolemy's Geography in the Monastery of Mount Athos, and has made photographic copies of the maps for the classic world.

—— A MUNIFICENT DONATION.—The British Museum has just received a magnificent addition to its numismatic treasures, by the gift from the Count de Salis of his well-known collection of coins. These are in fourteen cabinets, containing altogether as many as 7,000 coins, brought together with the greatest taste during the Count's life, and at an expense of about £5,000.

—— GERMAN PERSEVERANCE.—A curious instance of the patience and perseverance of the Germans is afforded by a new Encyclopedia, which, commenced at Berlin in 1773, is just completed in two hundred and forty-two volumes. Six editors have been employed upon it, and notwithstanding the commotions which have shaken the country to its centre, the work has gone steadily forward, scarcely delayed by the events which furnished so much material for its pages.

——UNION OF FRANCE AND ENGLAND.—In addition to the prize of 50 guineas for the best English essay, the donor has offered one of £1,000 and and one of £250 for the best French essays on "The immense importance of a close union of France and England, as well for their own interest and welfare as for the interest and happiness of the world." MM. Thiers, Mignet, and Merimee, members of the Institute, have consented to be the French adjudicators.

—— BEAUTY AND LEARNING.—Beauty is a great thing, but learning is better, (and Punch says) that in the estimation of the ancients even, the Muses counted for three times as much as the Graces.

XVI. Departmental Notices.

NOTICE TO SENIOR GRAMMAR SCHOOL TRUSTEES.

In the Consolidated Statutes for Upper Canada, which came into force on the 5th of December, it is enacted that the old statutory regulation, in regard to the average number of pupils attending Senior County Grammar Schools, shall be enforced for the future. These Schools will not, therefore, be entitled, in 1860, to the additional £400 apportioned to them, unless the average number of *daily bona-fide* Grammar School pupils in Greek and Latin equals ten; or more than £200 additional when this average attendance is below ten.

SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages, and Townships by the County Clerk—through the local Superintendents Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools will be sent direct to the head Masters, upon application to the Department.

SCHOOLS MAPS AND APPARATUS.

The Chief Superintendent will add one hundred per cent. to any sum or sums, not less than five dollars, transmitted to the Department by Municipal and School Corporations on behalf of Grammar and Common Schools; and forward Maps, Apparatus, Charts, and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person, acting on behalf of the Municipality or Trustees, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of articles to be sent can always be made by the Department, when so desired.

PRIZES IN SCHOOLS.

The Chief Superintendent will grant one hundred per cent. upon all sums not less than five dollars transmitted to him by Municipalities or Boards of School Trustees for the purchase of books or reward cards for prizes in Grammar and Common Schools. Catalogues and Forms forwarded upon application.

PUBLIC SCHOOL LIBRARIES.

"Township and County Libraries are becoming the crown and glory of the Institutions of the Province."—*Lord Elgin at the Upper Canada Provincial Exhibition, September*, 1854.

The Chief Superintendent of Education is prepared to apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law. Prison Libraries, and Teachers' County Association Libraries, may, under these regulations, be established by County Councils, as branch libraries.

PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the new Postage Law, the postage on all books, printed circulars, &c., sent through the post *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will, therefore, please send such an additional sum for the payment of this postage, at the rate specified, and the new Customs duty, as may be necessary.

POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, *must be pre-paid*, at the rate of one cent, *and be open to inspection*, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns.

NO PENSIONS TO COMMON SCHOOL TEACHERS, UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools in Upper Canada who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent without delay, if they have not already done so, their annual subscription of $4, commencing with 1854. The law authorizing the establishment of this fund provides, "*that no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*" No pension will be granted to any teacher who has not subscribed to the fund.

THOMAS HODGINS. (Late of the Educational Department for Upper Canada,) BARRISTER, &c., King St., East, Toronto.
Toronto, January, 1860. *np*

EXAMINATION OF COMMON SCHOOL TEACHERS, COUNTY OF YORK.

NOTICE is hereby given, that an Examination of Common School Teachers and others will take place on Tuesday, the 7th of February, 1860, at the Court House in the *City of Toronto*, at *Richmond Hill*, and at *Newmarket*, at 9 A.M. Candidates will be required to produce certificates of moral character from their respective Ministers, and if Teachers before also from their respective School Trustees.

JOHN JENNINGS, D.D.,
Chairman County Board.
City of Toronto, 31st Dec., 1859. *np*

GRAMMAR SCHOOL TEACHER WANTED,

AS HEAD MASTER of the UNITED GRAMMAR, AND COMMON SCHOOLS, at Prescott, C. W. Applications with Testimonials, to be sent to H. D. JESSUP, Esq., Chairman of the Board, before the 10th of February next. Salary, £175 cy., per year.
Prescott, 11th January, 1860. *np*

ADVERTISEMENTS inserted in the *Journal of Education* for twenty-five cents per line, which may be remitted in *postage stamps*, or otherwise.
TERMS: For a single copy of the *Journal of Education*, $1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.
☞ All communications to be addressed to Mr. J. GEORGE HODGINS,
Education Office, Toronto.

TORONTO: Printed by LOVELL & GIBSON, *corner of Yonge and Melinda Streets.*

JOURNAL OF EDUCATION,

Upper Canada.

VOL. XIII. TORONTO: FEBRUARY, 1860. No. 2.

CONTENTS OF THIS NUMBER.

		Page
I.	PAPERS ON LIBRARIES—(1) The Value of Public School Libraries. (2) Circulating Libraries in England. (3) Necessity of Apparatus and Libraries in the Schools	17
II.	The Magic Lantern an Auxiliary in Teaching	19
III.	PAPERS ON COLONIAL SUBJECTS—(1) Progress of Education and Science in Canada. (2) The Progress of Education in Lower Canada. (3) The Future of British America	20
IV.	PAPERS ON LORD MACAULAY—(1) Right Hon. Thomas, Lord Macaulay. (2) Lord Macaulay's Funeral in Westminster Abbey. (3) The Descendants of Great Men in England. (4) Loss to History in the Death of Lord Macaulay. (5) The Character of Lord Macaulay's History. (6) Lord Macaulay's Fifth Volume—His Letters—His History in Italy. (7) Lord Brougham's Advice in regard to the Education of Lord Macaulay	22
V.	PAPERS ON PRACTICAL EDUCATION—(1) Miss Coutts' Address to Schoolmistresses. (2) Short Rules for Common Schools. (3) The Education most needed. (4) We should have Educated Farmers	25
VI.	PAPERS ON NATURAL HISTORY—(1) Artificial Salmon breeding	26
VII.	MISCELLANEOUS—(1) The Red Flag of England. (2) Teachers' Mismanagement. (3) How to treat Dull Children. (4) A Story for Youth. (5) Fidelity. (6) Physiology of Rest on the Sabbath-Day. (7) Egyptian Astronomy verified. (8) The London *Times* Life "Log." (9) Boy Smoking put down in France. (10) National Photography in England	27
VIII.	SHORT CRITICAL NOTICES OF BOOKS—(1) The White Hills. (2) The American Almanac, &c. (3) Biography of Self-Taught Men. (4) The Roman Question. (5) Mothers of the Bible. (6) Old South Chapel Prayer-Meeting. (7) Six Juvenile Books. (8) Annuals. (9) Periodicals. (10) Historical Sketches of the P. E. Church. (11) Library in London, England. (12) The British Reviews and Blackwood	29
IX.	EDUCATIONAL INTELLIGENCE—Canada: (1) Report of the Education Committee of the York and Peel Counties Council. (2) State of Education among Toronto Criminals. (3) Dundas Female College. (4) New School at Farmersville. (5) Township School Statistics. (6) Complimentary Dinner to a Teacher. Great Britain: French Princes at the Edinburgh High School. United States: President of Harvard College	30
X.	LITERARY AND SCIENTIFIC INTELLIGENCE—(1) Canadian Botany	32
XI.	DEPARTMENTAL NOTICES	32

THE VALUE OF PUBLIC SCHOOL LIBRARIES.*

The following extracts, which we quote from the last annual Report of Hon. L. C. DRAPER, Superintendent of Public Instruction, Wisconsin, (who we regret to learn has failed to be re-elected to the office he so well filled) are timely and useful in our own country. The renewed interest felt in several parts of the Province in regard to School Libraries, is full of promise for the intelligence and intellectual well-being of Upper Canada:

"Next to the Common School, we want, in an educational point of view, more and better books for the people to read; and this is the great subject I wish respectfully, yet faithfully, to urge upon the attention of the people. I will introduce the subject by a few citations of high authority, as to the necessity of good books, and the inestimable blessings they are calculated to confer.

"It is chiefly through books," observed the late Dr. Channing, "that we enjoy intercourse with superior minds, and these invaluable means of communication are in the reach of all. In the best books, great men talk to us, give us their most precious thoughts, and pour their souls into ours. *God be thanked for books!* They are the voices of the distant and the dead, and make us heirs of the spiritual life of past ages. Books are the true levellers. They give to all who will faithfully use them, the society, the spiritual presence of the greatest of our race. No matter how poor I am. No matter though the prosperous of my own time will not enter my obscure dwelling. If the Sacred Writers will enter and take up their abode under my roof, if Milton will cross my threshold to sing to me of Paradise, and Shakspeare open to me the worlds of imagination, and the workings of the human heart, and Franklin to enrich me with his practical wisdom, I shall not pine for want of intellectual companionship, and I may become a cultivated man, though excluded from what is called the best society in the place where I live. To make this means of culture effectual, a man must select good books, such as have been written by right-minded and strong-minded men, real thinkers, who, instead of diluting by repetition what others say, have something to say themselves, and write to give relief to full earnest souls; and these works must not be skimmed over for amusement, but read with fixed attention and a reverential love of truth. In selecting books, we may be aided much by those who have studied more than ourselves.

"One of the very interesting features of our times," continues Dr. Channing, "is the multiplication of books, and their distribution through all conditions of society. At a small expense, a man can now possess himself of the most precious treasures of English literature. Books, which were formerly confined to a few by their costliness, are now accessible to the multitude; and in this way a change of habits is going on in society, highly favourable to the culture of the people. Instead of depending on casual rumour and loose conversation for most of their knowledge and objects of thought; instead of forming their judgments in crowds, and receiving their chief excitement from the voices of neighbours, men are now learning to study and reflect alone, to follow out continuously, to determine for themselves what shall engage their minds, and to call to their aid the knowledge, original views, and reasonings of men of all countries and ages; and the results must be a deliberateness and independence of judgment, and a thoroughness and extent of information, unknown in former times. The diffusion of these silent teachers, books, through the whole community, is to work greater effects than artillery, machinery and legislation. Its peaceful agency is to supersede stormy revolution. The culture, which is to spread, whilst an unspeakable good to the individual, is also to become the stability of nations."

"For many years," remarks that faithful friend of education, Mr G. B. Emerson, "and many times a year, I have passed by

* See also some valuable articles on this important subject in this Journal for Dec.

the shop of a diligent, industrious mechanic, whom I have often seen busy at his trade, with his arms bare, hard at work. His industry and steadiness have been successful, and he has gained a competency. But he still remains wisely devoted to his trade. During the day you may see him at his work, or chatting with his neighbours. At night, he sits down in his parlour, by his quiet fireside, and enjoys the company of his friends. And he has the most extraordinary collection of friends that any man in New England can boast of. William H. Prescott goes out from Boston, and talks with him about Ferdinand and Isabella. Washington Irving comes from New York, and tells him the story of the wars of Grenada, and the adventurous voyage of Columbus, or the legend of Sleepy Hollow, or the tale of the Broken Heart. George Bancroft sits down with him, and points out on a map, the colonies and settlements of America, their circumstances and fates, and gives him the early history of liberty. Jared Sparks comes down from Cambridge, and reads to him the letters of Washington, and makes his heart glow with the heroic deeds of that god-like man for the cause of his country. Or, if he is in the mood of poetry, his neighbour Washington Allston, the great painter, steps in and tells him a story,—and nobody tells a story so well,—or repeats to him lines of poetry. Bryant comes with his sweet wood-notes, which he learnt among the green hills of Berkshire. And Richard H. Dana, father and son, come, the one to repeat grave, heart-stirring poetry, the other to speak of his *Two Years before the Mast*. Or, if this mechanic is in a speculative mood, Professo Hitchcock comes to talk to him of all the changes that have befallen the soil of Massachusetts, since the flood, and before; or Professor Espy tries to show him how to predict a storm. Nor is his acquaintance confined to his own country. In his graver hours, he sends for Sir John Herschel, from across the ocean, and he comes and discourses eloquently upon the wonders of the vast creation,—of all the worlds that are poured upon our sight by the glory of a starry night. Nor is it across the stormy ocean of blue waves alone that his friends come to visit him; but across the darker and wider ocean of time, come the wise and the good, the eloquent and the witty, and sit down by his table, and discourse with him as long as he wishes to listen. That eloquent blind old man of Scio, with beard descending to his girdle, still blind, but still eloquent, sits down with him; and as he sang, almost three thousand years ago, among the Grecian isles, sings the war of Troy, or the wanderings of the sage Ulysses. The poet of the human heart comes from the banks of Avon, and the poet of Paradise from his small garden-house in Westminster; Burns from his cottage on the Ayr, and Scott from his dwelling by the Tweed;—and, any time these three years past, may have been seen by his fireside a man who ought to be a hero with school-boys, for no one ever so felt for them; a man whom so many of your neighbours in Boston lately strove in vain to see,—Charles Dickens. In the midst of such friends, our friend the leather-dresser lives a happy and respected life, not less respected, and far more happy, than if an uneasy ambition had made him a representative in Congress, or a governor of a State; and the more respected and happy that he disdains not to labor daily in his honorable calling.

"My young friends, this is no fancy sketch. Many who hear me know as well as I do, Thomas Dowse, the leather-dresser of Cambridgeport, and many have seen his choice and beautiful library. But I suppose there is no one here who knows a neighbour of his, who had in his early years the same advantages, but who did not improve them;—who had never gained this love of reading, and who now, in consequence, instead of leading this happy and desirable life, wastes his evenings with low company at taverns, or dozes them away by his own fire. Which of these lives will you choose to lead? They are both before you.

"Some of you, perhaps, are looking forward to the life of a farmer;—a very happy life, if it be well spent. On the southern side of a gently sloping hill in Natick, not far from the place where may be still standing the last wigwam of the tribe of Indians of that name, in a comfortable farm-house, lives a man whom I sometimes go to see. I find him with his farmer's frock on, sometimes at the plough-tail, sometimes handling the hoe or the axe; and I never shake his hand, hardened by honorable toil, without wishing that I could harden my own poor hands by his side in the same respectable employment. I go out to look with him at trees, and to talk about them; for he is a lover of trees, and so am I; and he is not unwilling, when I come, to leave his work for a stroll in the woods. He long ago learnt the language of plants, and they have told him their history and uses. He, again, is a reader, and has collected about him a set of friends, not so numerous as our friend Dowse, nor of just the same character, but a goodly number of very entertaining and instructive ones; and he finds time every day to enjoy their company. His winter evenings he spends with them, and in repeating experiments which the chemists and philosophers have made. He leads a happy life. Time never hangs heavy on his hands. For such a man we have an involuntary respect.

"On the other side of Boston, down by the coast, lived, a few years ago, a farmer of a far different character. He had been what is called fortunate in business, and had a beautiful farm in the country, and a house in town. Chancing to pass by his place, some four or five years ago, I stopped to see him. And I could not but congratulate him on having so delightful a place to spend his summers in. But he frankly confessed he was heartily tired of it, and that he longed to go back to Boston. I found that he knew nothing about his trees, of which he had many fine ones,—for it was an old place he had bought,—nor of the plants in his garden. He had no books, and no taste for them. His time hung like a burden on him. He enjoyed neither his leisure nor his wealth. It would have been a blessing to him if he could have been obliged to exchange places with his hired men, and dig in his garden for his gardener, or plough the field for his plough-man. He went from country to town, and from town to country, and died, at last, weary and sick of life. Yet he was a kind man, and might have been a happy one but for a single misfortune,—*he had not learned to enjoy reading.* The love of reading is a blessing in any pursuit, in any course of life;—not less to the merchant and sailor than to the mechanic and farmer. What was it but love of reading which made of a merchant's apprentice, a man whom many of you have seen and all heard of, the truly great and learned Bowditch?"

"If I were to pray for a taste," remarked the learned Sir John Herschel, "which should stand me in stead, under every variety of circumstances, and be a source of happiness and cheerfulness to me through life, and a shield against its ills, however things might go amiss, and the world frown upon me, it would be a taste for reading. Give a man this taste, and you place him in contact with the best society in every period of history—with the wisest, and the wittiest, with the tenderest, the bravest, and the purest characters which have adorned humanity. You make him a denizen of all nations—a contemporary of all ages. This world has been created for him. It is hardly possible but that his character should take a higher and better tone from the constant habit of associating with a class of thinkers, to say the least of it, above the average of human nature."

"Books," says Dr. Edwards, "are the greatest storehouses of the knowledge which the observation, experience, and researches of successive generations have been accumulating. They offer to us the intellectual wealth which myriads of laborers have been gathering, with painful toil, for thousands of years." "If all the riches of both the Indies," exclaims Fenelon, "if the kingdoms of Europe were laid at my feet, in exchange for my love of reading, I would spurn them all."

"The *working man*," says Rufus Choate,—"by whom I mean the whole *brotherhood of industry*—should set on mental culture, and that knowledge which is wisdom, a value so high—only not supreme—subordinate alone to the exercises and hopes of religion itself. And that is, that therein he shall so surely find rest from labor; succor under its burdens; forgetfulness of its cares; composure in its annoyances. It is not always that the busy day is followed by the peaceful night. It is not always that fatigue wins sleep. Often some vexation outside of the toil that has wasted the frame; some loss in a bargain; some loss by an insolvency; some unforeseen rise or fall of prices; some triumph of a mean or fraudulent competitor; 'the law's delay, the proud man's contumely, the insolence of office, or some one of the spurns that patient merit from the unworthy takes'—some self-reproach, perhaps—follow you within the door; chill the fire-side; sow the pillow with thorns; and the dark care is lost in the last waking thought, and haunts the vivid dream. Happy, then, is he who has laid up *in youth*, and held fast in all fortune, *a genuine and passionate love of reading.* True balm of hurt minds; of surer and more healthful charm than 'poppy or marjorum, or all the drowsy syrups of the world'—by that single taste, by that single capacity, he may bound in a moment into the still region of delightful studies, and be at rest. He recalls the annoyance that pursues him; reflects that he has done all that might become a man to avoid, or bear it; he indulges in one good, long, human sigh, picks up the volume where the mark kept his place, and in about the same time that it takes the Mahommedan in the Spectator to put his head in the bucket of water and raise it out, he finds himself exploring the arrow-marked ruins of Nineveh with Layard; or worshipping at the spring head of the stupendous Missouri, with Clark and Lewis; or watching with Columbus for the sublime moment of the raising of the curtain from before the great mystery of the sea; or looking reverentially on while Socrates—the discourse of immortality ended—refuses the offer of escape, and takes in his hand the poison, to die in obedience to the unrighteous sentence of the law; or, perhaps, it is in the contemplation of some vast spectacle or phenomenon of Nature that he has found his quick peace—the renewed exploration of one of her great laws—or some glimpse opened by the pencil of St. Pierre, or Humboldt, or Chateaubriand, or Wilson, or the 'blessedness and glory of her own deep, calm, and mighty existence.'"

"Libraries for the people are wanted," exclaims Lamartine, the humane statesman of France. "These libraries must be in the people's hands—in the hands of the women, the girls, the children, by each fireside. In their evening hours, in rain, in winter, when out of work, and on Sunday, they must find at home that centre of affection and virtue, the beneficial, high-toned, poetical, historical, political, philosophical, religious, interesting, exciting, and pleasing communion with the minds which, in all ages, have best understood, felt, written, or sung, the human heart and the human intellect; these books must be the host, the visitors, the guests and the friends of the workman's home. They must take up little room; they must cost little; they must adapt themselves to the manners, the fortune, and the simplicity of the family in which they are admitted. They must even enter it gratuitously, like the air, the sunlight, or the sweet perfume of the garden."

2. CIRCULATING LIBRARIES IN ENGLAND.

The high price of new books in England puts it out of the power of the great middle classes to purchase them, and the Circulating Library system has consequently grown up to gigantic proportions. One establishment of the kind, that of Mr. Mudie, has come to be a power in the Commonwealth of Literature, and on the number of copies purchased by him depends the success of many a new book. This will be apparent when we state that he announces that 2,500 copies of "Adam Bede" are in circulation among his customers. He gives the following statistics of his operations during the year from January, 1858: Volumes circulated—History and Biography, 56,742; Travels and Adventures, 25,552; Fiction, 87,780; Miscellaneous, including Science, Religion, Reviews, &c., 46,150; making a grand total of 316,044 volumes. The machinery by which this is accomplished is all systematically arranged.—(See page 30.)

3. NECESSITY OF APPARATUS AND LIBRARIES IN THE PUBLIC SCHOOLS.

Extract from the Report of the Committee on Apparatus and District School Libraries, to the Iowa State Teachers' Association.

Your committee, to which was referred the subject of Apparatus and District School Libraries, reports as follows:

Both subjects have been carefully considered, and the conclusion arrived at is, that it is high time that the people awake to their own interest on these subjects. The cry of hard times has been heard throughout the State—and very justly, too—and, surely, the people should make good use of every fragment of their own, and their children's time; and should learn to practice proper economy. Two hundred and thirty thousand youths, already, look to the State for an education. Six thousand teachers are annually employed; many thousands of dollars are being expended in paying these teachers, in building school-houses, and in furnishing fuel, &c., to support these schools. A work that requires so much money, and employs so much precious time, is fraught with great responsibilities; and it is the opinion of your Committee, that three things should be strictly observed: First. To do the greatest good to these two hundred and thirty thousand youths. Secondly. To economize their time; And, Thirdly. To save their money. Your Committee hold, that the *best economy* is to use just what money and time is needed, and no more.

There can be no doubt but that conducting schools without any kind of school apparatus, is an expenditure of time, and money, that the people are unable to afford. And, it is the opinion of your committee, that if no other means can be devised to procure necessary apparatus for our public schools, that it would be an *advantage* to the children, and to all concerned, to suspend them for six months, or even a year, and to use the money required to support them, for purchasing suitable school apparatus.

Every school should have the necessary maps (up to the times), globes, mathematical blocks, a numeral frame, charts of different kinds, and at least, a small philosophical and chemical apparatus; thus furnishing teachers the means of illustrating intelligently to their pupils the various branches taught. Until such apparatus is supplied, very many things must pass unexplained, and the youth pass through our common schools, and probably through life, with only a smattering knowledge of many of the subjects they should best understand.

In regard to school libraries, your committee believe that the people can better afford to purchase a small library for each school section and add a few good books to each, annually, and thus give youths, and also the adults of our State, an opportunity to employ their leisure hours at home, in reading useful books, and acquiring useful knowledge, than they can to have them spend their idle hours in *useless sleep*, or in loafers' retreats and other places of abomination, gotten up, it is claimed, "to while away the lonesome hours," but in fact are calculated to induce all, and especially the young, who attend them to learn bad habits, and to make profligates, and often *outlaws*, of them.

Your committee concludes by adding, that, in its opinion, it is the duty of every *true teacher and friend of education* to use all honorable means to induce school officers, and especially the people at the regular school meetings, to avail themselves of the benefit of the provisions made in the School Law for the purchase of apparatus and school libraries.

II. THE MAGIC LANTERN AN AUXILIARY IN TEACHING.

There is scarce any thing that can be called a scientific instrument that has so extensively played the part of a humbug as the one mentioned in the heading of this article. It is, however, when properly constructed and used,—taken together with such pictures as can now be produced,—a means of illustrating *science, art, topography*, and even *history*, that has few if any equals.

Passing by all those which are mere toys,—the *best* instruments, as commonly constructed, are not such as can be used to exhibit satisfactorily paintings of the highest finish. It may, however, be well to say in this connection, that for coarse pictures of ordinary execution, these lanterns answer *better* than a more perfect instrument, as they soften the outlines by their very want of defining power.

The best lanterns, as usually made, are constructed as follows: First a large tin box with a chimney, and holes in the bottom to admit air, and a good solar lamp to which a concave reflector is added. In front of the lamp are the condensers, which consist of two convex lenses, the use of which is to render the divergent rays from the lamp parallel. In front of the condensers is placed the picture, and still farther in the same direction are the magnifiers contained in the tube or nozzle of the lantern. These magnifiers are usually double convex, or better plane convex lenses; and here lies the great defect in the instrument. These magnifiers *should* be *achromatic*, i. e., such a combination of lenses as to correct both the chromatic and especially the spherical aberration. Without this arrangement, when the picture consists of simple lines, they appear when seen from a short distance as fringed with prismatic colors; this, however, is the least defect, the other arising from spherical aberration, being very serious, and is as follows: When a series of parallel lines are ruled on the glass and thrown on the screen, those lines and parts of lines nearest the circumference appear curved, and also when the centre of the picture is distinct, the circumference is undefined and hazy.

To correct these defects, it is usual to place a diaphram in the tube; this is, however, to sacrifice about one half the light, and consequently, the picture can be shown with equal illumination of only one half the size as with an achromatic magnifier of the same diameter and focus.

It is true, if the Drummond light be used, this is of less consequence; but even then the achromatic lenses are much better, as the diaphragm corrects only in part.

The Drummond light is expensive, and troublesome to manage, and always requires time for preparation.

With a good solar lamp, and the best sperm oil, a picture three and a half inches in diameter can be thrown on the screen, with a suitable achromatic magnifier from six to ten feet in diameter, according to the subject and transparency of the picture, and be brilliantly illuminated,—as much so as with the common magnifier, if made from three to five feet in diameter. Moreover, with the achromatic, *every part* of the picture will be *distinct* and *sharply defined*.

I am aware that I have stated these diameters of pictures on the screen, far below what is said of them in catalogues of philosophical instruments; but a picture to be satisfactory, must be *illuminated*.

The best substance for a screen is white cartoon paper; the picture is seen, of course, by the light reflected from the surface, and not by light transmitted through the screen. If pictures are to be shown by the latter method, fine, bleached cotton (wet) is the best material.

If it is desirable not to place the lantern very far from the screen, (say about fifteen to twenty feet,) a good "half plate" size camera tube, such as is used for photographic purposes, can be attached to the lantern instead of the ordinary nozzle, and this has the advantage of a rack and pinion motion.

If it is desirable to place the lantern thirty or forty feet from the screen, and a six to ten feet picture is desired, a longer nozzle must be made and an achromatic lens be specially prepared.

With a good lantern and suitable paintings, a teacher can illustrate to a whole school at once *any* subject that is within the limits of Painting, Drawing, or Photography.

For examples: Astronomy can be illustrated to a class even with

an imperfect instrument, as by no other means. The brightness of the pictures give effects almost as true as the telescope itself.

Anatomy, Botany, all branches of Natural History, Geology, Microscopic views, Portraits, Maps, Works of Art, Sculpture, and celebrated pictures, Landscape views, Diagrams, &c., &c., can all be delineated with truth, as to form, color, and every other attribute of a picture on canvas. Another beautiful feature of these pictures, is that many subjects admit of motion, which increases the truthfulness of the representation, and also adds to the interest of the spectator.

The fact that the pictures must be seen in at least a partially darkened room, by obscuring surrounding objects tends to concentrate the attention of the learner.

One objection may be urged, viz: the expense of good apparatus and paintings. But when we reflect how many "instititutions of learning" purchase such "philosophical toys" as an "*orrery*," or miniature locomotive "with cars attached," it would seem rather to be a lack of judgment than want of money, in some cases at least.

But in truth, one very important advantage in this kind of illustration is the cheapness of the pictures, when we consider the surface which they cover *when seen on the screen*, and how *much* can be represented in one picture. To produce the same results on canvass would, in most instances, cost double or quadruple the price of the picture on glass.—D. H. BRIGGS, in *Mass. Teacher*.

[For list of Magic Lanterns, &c., at the Educational Depository, Upper Canada, see Descriptive Catalogue.]

III. Papers on Colonial Subjects.

1. PROGRESS OF EDUCATION AND SCIENCE IN CANADA.

(From an interesting and valuable pamphlet on "Canada, from 1849 to 1859," published in England, by the Hon. Alexander T. Galt, M.P.P., Finance Minister.)

Passing from the previous questions, which relate to reforms in the mode of governing the country, both generally and through municipalities, I will now advert to that which has been done in regard to education, which certainly has the most important bearing on the future welfare of the country.

The educational question may be divided into two distinct parts. First.—The provision of common schools for the general instruction of the people in the rudiments of learning. And, secondly. The establishment of superior schools, colleges and universities.

As regards common schools, much attention had been given in Upper Canada, to this subject at all times; but it was not until 1846 that it was reduced to a system. The very able Superintendent of Schools in Upper Canada, Dr. Ryerson, is entitled to the greatest credit for the labor and talent which he has devoted to the subject. He was deputed by the Government to visit Europe, for the purpose of examining the best school system in operation. And after a lengthened examination, the result of his inquiries was finally embodied in several Acts of Parliament, which provide for the establishment of school districts in every part of Canada; every child is entitled to education; and for the support of the system, a rate is struck by each municipality, in addition to a contribution of £90,000 from the provincial exchequer. Each school district is under the management of local trustees chosen by the people—who are again subject to inspection by officers appointed by the County Councils, periodical returns being made to the Superintendent of Education. The Superintendent himself is assisted by the Council of Instruction, chosen from the leading men of the Province, without regard to religion or politics. The order of tuition and the school-books are settled by the Council and Superintendent. Libraries of useful books, maps, &c., carefully selected, are also supplied at cost price to the different municipalities. For the purpose of providing fit instructors for the common schools, Normal schools have been established in both sections of the province—both for male and female teachers—and much care is devoted to their effectual training.

Permanent provision is also sought to be made for the support of common schools, through large appropriations of valuable lands.

The system of teaching in Upper Canada is non-sectarian, but provision is made for the establishment of Roman Catholic separate schools; but they do not participate in the local rates levied for education. In Lower Canada, owing to the population being principally Roman Catholic, though the system is also non-sectarian, yet the education is mainly in the hands of the clergy, and provision is, therefore, made for Protestant separate schools, which equally share in all the benefits of the local rates and legislative provision.

The result of this system may be summed up by stating that by the last report of the Superintendent of Education for Upper Canada, there were in 1858, 3,866 schools, 293,683 scholars.

In Lower Canada, the result is still more remarkable, from the fact that, until after 1849, it had been found very difficult to convince the French Canadian population generally, of the vast importance of education. The people were uninformed, and showed a great repugnance to the imposition of the necessary direct taxation to maintain the system. By very great efforts, this feeling has been entirely overcome; and, under the able superintendence of the Hon. P. O. Chauveau, the last report for 1858 shows the following results:—2,800 schools, 130,940 scholars, contrasting with an almost total neglect of schools but a few years previous.

For the purpose of affording superior education, but little real progress had been made until after the organization of the common school system, when there was established in connection with it a higher class of instruction through the means of grammar schools, which are now very generally to be found throughout Upper Canada, and also, to a more limited extent, in Lower Canada. These schools are also supported by grants of public lands, and by partial contribution from the common school grant, in addition to the local rates.

In both sections of the province, numerous educational establishments, of the nature of colleges, are established; most of them in affiliation to some of the universities.

The Univeraities in Upper or Western Canada and the University of Toronto, non-sectarian, are very largely endowed by the Province, and are now in a most prosperous and satisfactory condition. The University of the Trinity College, which will be under the auspices of the Church of England; the University of Queen's College, Kingston, which is in connection with the Church of Scotland; and the University of Victoria College, in Cobourg, under the management of the Wesleyan Methodists. In Lower Canada, the Roman Catholics have established the University of Laval, which is wholly supported by voluntary contributions, and which, though comparatively recent, promises to be of the greatest value to the country. The University of McGill College, originally established through a munificent bequest by the late Hon. J. McGill, and almost wholly supported by voluntary contributions, is non-sectarian, and is now in a very flourishing state. The Church of England has also the University of Bishop's College, supported almost solely by that Church, and which, though comparatively new, will, it is believed, speedily attain a position of great usefulness.

It would occupy too much space to enlarge upon the course of instruction at these institutions, but it may be stated that they all contain the usual professors of classics, *belles lettres*, law, and medicine.

With the single exception of the M'Gill College, which has long existed, but until very recently in a languishing state, the whole of these institutions may be said to have risen within the last ten years, and they are mainly, if not wholly, supported by voluntary contributions and endowments. It is true that the University of Toronto existed in another form—as a college under the Church of England, for many years, but its usefulness was entirely marred by the constant struggle to free it from its sectarian character, which was only effected in 1845; from which date it may be said to have risen into its present highly important position.

The total number of educational institutions in operation in Upper Canada in 1858 was 4,258, attended by 306,626 pupils, and expending $1,306,922 in their support. In Lower Canada, during the same year, the total number of institutions was 2,985, attended by 156,872 pupils, and expending $981,425 in their support. * * * * * *

Nor has science been wholly overlooked,—Canada having had, since 1844, under the able superintendence of Sir William Logan, F. R. S., a systematic geological survey in progress, which has already been of the greatest value to the province, whilst it has made no mean contributions to the stock of knowledge in this very interesting science. The annual reports of the geological survey of Canada may be appealed to as evidence of the value and extent of the service performed; while the display of specimens at the London and Paris exhibitions amply demonstrated its practical character.

The Toronto Observatory is also well known for its valuable contributions to astronomical and meterological science; and that at Quebec is also rising into deserved notice. My space will not, however, permit me to do more than notice the fact that such institutions exist, and are valued and promoted in Canada, affording evidence that the progress of the country is not confined wholly to material objects.

2. THE PROGRESS OF EDUCATION IN LOWER CANADA.

An Essay recently read before the Teachers' Association of the McGill Normal School, by Mr. H. Arnold, Teacher, Montreal.

In the first place it may be proper to state what was the state of Elementary Education in the Lower Provinces a few years ago; and trace its progress from that time to the present.

Previous to the year 1844, the voluntary system, as it was called, prevailed in Canada, but as far as many places in Lower Canada, were concerned, the term non-voluntary would certainly be the most appropriate, for very few persons contributed voluntarily to the support of Common Schools, a much greater proportion of them even with large families, who would have been benefitted to an incalculable amount, refusing to give one penny to their support; and the few who were anxious to have the blessings of an Education placed within the reach of their children, often forced to contribute beyond their means to the maintenance of the few schools scattered throughout the country.

No wonder then that under the state of things then existing the condition of Elementary Education should have alarmed men sensible of the degrading effects of ignorance on the inhabitants of any country, particularly a growing one like Canada.

Hence the passing of a law in 1844 by which a grant of money was made towards the establishment and maintenance of common schools both in Upper and Lower Canada. Thus the first real and substantial stimulus was given to the Education of the masses in Canada. Under this act a superintendent was appointed whose duty it was, among other matters, to see that Commissioners and Trustees were elected or appointed in each locality, and the Townships and Parishes properly divided into school Districts, and as far as possible a school opened and maintained in each.

Notwithstanding the imperfection of the law as then passed, the ignorance and apathy of Commissioners and Trustees with regard to school matters, and the inveterate opposition offered to its harmonious operation, still it was an important step in the right direction. Education began to be thought of and talked about through the very opposition that was got up in many parts of the country against the working of the law as then constituted. Almost year after year it was altered and amended—an objectionable clause struck out or a desirable one inserted till it became less distasteful to the people and much more conducive to the end which it was designed to serve.

The law of 1846, it can be said, has placed our school system on an equitable and solid basis, inasmuch as it is thereby provided that the School Commissioners should be bound to collect an amount equal to that allowed as a share of the government grant to their municipality—the latter losing the help of the government if it would not help itself. The same law contained a clause to compel those who had children of school age, that is from seven to fourteen, to pay a fee in addition to the direct tax, whether the children were sent to school or not. These compulsory measures were at first not very agreeable to the minds of a certain class of the community, and as was to be expected amongst a people constituted as they are in Canada, much renewed discontent and opposition were the consequence. But they soon saw that this wise legislation was intended for the benefit of the children of all classes; particularly those whose parents cried out the loudest against it; for these poor children would have been entirely neglected had not the law virtually compelled their parents to send them to school.

Soon after this, another wise measure was passed, which provided for the appointment of School Inspectors; and I think no one conversant with the progress and the working of the system will deny that the result of this act has been most favorable to the cause of Elementary Education throughout the country.

Again, the powers that have been given by recent legislation to our present able and energetic Superintendent have added not a little to the efficiency of the Common School system; and had he more pecuniary means at his disposal, I have no doubt he could do much more towards its further improvement and extension. Notwithstanding the recent enactments by which the authority of the Educational Department has been strengthened in many points, there is no doubt that it is yet impeded in many particulars, not only for want of adequate funds but also for want of the necessary power. There is a good deal said in our day about selecting the right man for the right place; it is therefore to be regretted that the Educational Department should be still deficient in two of the most essential things, money and authority; as without a good supply of both of these, it is not to be expected that our present system will be brought to that near approach to perfection, which I am convinced the head of our Educational Department is able and anxious to effect.

The next point to be noticed in the amendment of the act, is the granting a sum of money towards defraying the expenses of publishing and supporting a Journal of Education in the Lower Province. This little sheet is very creditable to the Office from which it is issued, and ought to be in the hands not only of every teacher, but of every friend of Education throughout the country. I have picked up many valuable hints from its pages, which have been of material assistance to me in the teaching and management of my school.

The next pleasing feature in the way of amendment to the act, is the very liberal grant, in the shape of a pension fund, for the partial support of those Teachers who become aged or infirm in the work of instruction. This was certainly one of the wisest and most considerate measures that have ever been passed in connection with the school law; for it is a fact, known to every one, that the Teacher's salary is scarcely adequate to his present support; so that he has no means of providing either for old age, or the accidents and calamities incident to men of every calling and at every period of life.

The crowning point, however, in the improvement of the system, at least to that part which relates to the actual teaching and management of schools, was the provision made for the establishment and maintenance of Normal Schools in Lower Canada, similar to the one that has for several years existed in the Upper Province, and those in other countries. Nothing was wanted more than those; for it was of little use to enact laws and amendments to laws for the encouragement of education, when properly qualified teachers were not to be found; To correct this great evil, the establishment of the three Normal Schools was the one thing needed; and there is little doubt that in a few years by its sending out into the different parts of the country, good and skilful teachers, who will introduce the best and most approved methods of teaching, the state of ignorance which once prevailed, and which has, as yet, been only partially removed, will then disappear; and useful knowledge with its many great and solid advantages, happily take its place.

As I am speaking only of Primary Education, it is, perhaps right that my remarks should be confined to the two classes of schools commonly known as Elementary and Model. With regard to the last of these, I find there are between two and three hundred of them in operation in various parts of Lower Canada; doing, no doubt, an immense amount of real good; for it is in schools of this class generally, and a few of the best among Elementary, that the pupils are able to acquire a more extended knowledge of those branches that constitute a good, solid, English Education; sufficient to fit the recipients for any of the mechanical or commercial pursuits of life.

From information collected from several sources, I find that the purely Elementary schools are also improving both in numbers and in efficiency, though perhaps, not so fast as to satisfy the demands of the country; but considering the many disadvantages under which they still exist, I conceive that very good progress is to be seen in this class of schools; particularly in the increased number of pupils in attendance, as also the regular manner in which they attend.

As regards the books and apparatus used in the majority of these schools, there is still a great want; but in these essentials some advance towards a better state of things has been made of late; and I trust, I am not too sanguine in hoping, that as the teachers of our Normal Schools increase in numbers and find employment, they will insist on the introduction of a better and more uniform series of class books; and also on being supplied with the necessary furniture and apparatus of the school room; and among all these requisite appurtenances, a Library attached to the school is not the least needful, in order to carry on, with facility, the best modes of instruction; for when a pupil derives his knowledge solely from class books and the short lectures and remarks the Teacher's limited time will allow him to give, his mind is left unfurnished with that varied accurate and extended information which will properly fit him for society; or to carry on the different occupations of life with credit and advantage to himself and honour to the institution in which he was educated.

Very little has, as yet, been done in the way of rendering the school houses better adapted to the purpose for which they are intended, being, with but few exceptions, glaringly deficient in almost all the conveniences that made up well appointed and commodious buildings. They are generally built without any regard to plan, without class rooms, and without the means of proper ventilation. It is a great pity the Government does not prescribe suitable plans for school houses, as is done in England and other countries; for nothing is more conducive to the good state of health, the comfort and ease of Teacher and scholar, than well built, well ventilated, and well arranged school houses. The government will, no doubt, see to this matter before long; and the sooner the better*

The next point I have to speak upon, is one, the importance of which cannot be over estimated, if the steady improvement perceptible for some time past is to continue. I refer to the Teacher's salary. This is a question of no small moment to the interests of Education throughout the length and breadth of the land; for unless a sufficient salary be given to teachers, they will not, even when educated professedly for the office, engage in any occupation, that is less remunerative than many others they are equally qualified to perform, and which may be far less laborious and responsible. I

* A pamphlet on School Architecture, compiled by the Assistant Editor of this *Journal*, has been published gratuitously for the Upper Canada Schools.

do not mean by what I have said, to assert that no improvement has hitherto been made in the Teacher's salary—that his condition in a pecuniary way has not been bettered in any degree. On the contrary, I am most happy to be able to state that in some places the salaries given to well qualified and skilful teachers, have of late been considerably augmented; but the country is so overrun by those who are totally incompetent, and who are willing to give their services, such as they are, for almost any amount the people choose to offer, that it is much to be feared the increase noticed above will not become general till these unqualified teachers leave the employment they are so utterly unfit for, and their places filled by those who are able to show that a superior teacher is cheaper at a salary of a hundred pounds a year than an incompetent one is at fifty.

---

3. THE FUTURE OF BRITISH AMERICA.

The Hon. Joseph Howe, of Nova Scotia, lectured in St. John's, N. B., a short time since on the subject which heads this article. The St. John's *Courier* of Dec. 3, thus speaks of the lecture:

Of the many topics touched and descanted upon by the honorable gentleman, there were three which claim prominent attention from the thinking portions of the scattered population of the five colonies, viz:—An Intercolonial Free Trade—a Union of the Provinces—and the annihilation of the Hudson Bay Company's monopoly. The first of these points was ably and comprehensively treated by the lecturer, and, we think, there was not a practical man present that did not yield a full and cordial assent to his conclusions. He pledged himself to the advocacy of measures necessary to consummate so desirable an object in a higher sphere of usefulness than the arena of a public platform, and we sincerely hope, when the hon. gentleman is again in a position to direct the Councils of his native Province, that he will identify his name with the movement, and persevere in urging the policy on the attention of the legislatures of the other colonies, and ultimately an agreement between them for its adoption. Colonial Free Trade once established, and a permanent railway connection, as heretofore advocated in these columns, in operation between the three continental provinces—the union of the whole, either of a federal or legislative character, would speedily follow. On this subject Mr. Howe touched but slightly, and many of his auditors were much disappointed in consequence, as the views he was expected to enunciate would have been accepted as finger posts to guide the populations interested in this momentous question to a decision. In alluding to the exertions made by Canada to terminate the Hudson Bay monopoly, the honorable gentleman indicated a necessity for a united action on the part of the maritime provinces, to second the efforts of the Canadian Government with the Imperial authorities; and, so far as we can judge of public opinion with us, we can say there would be no hesitation on the part of New Brunswick, to aid their colonial brethren in attaining their object. It is not an uninteresting fact, as detailed by Mr. Howe, that these British North American Provinces now contain three millions of inhabitants whose rate of increase, is to double every twenty years. In intelligence, industry, and material wealth, taken in the aggregate, we may, without a charge of egotism, assume Britain to be superior to any nation of Continental Europe, of treble her present population. And when, in addition, we can point to numbers of native born statesmen—men of practical knowledge, and an acquaintance with the nicest subtleties of political economy—men who can think, and who can speak, and make their thoughts known in words that burn, and which impress conviction on an auditory with a power not surpassed by the titled diplomats, or orators of European name and fame, we ask ourselves how long a time will elapse "before this people will become conscious of their power, and will seek to take their place, and claim their right to a seat and a vote in the great Congress of the nations."

If these North American Provinces were united and their social institutions organized, what an outwork of strength would they prove to be to the father-land at the present threatening attitude of France! How many of the 600,000 fighting men which these Provinces could muster, as spoken of by Mr. Howe, would rush to the rescue, and to punish the invaders of the sacred soil of Britain? Would not our weight in such a situation turn the scale of Imperial controversy, and tend to check the pretensions and arrogance of the most powerful despots.

Knowledge is its own exceeding great reward. It is not to be gained by wishing, nor acquired by dignity and wealth. The student, whether rich or poor, must read, think, remember, compare, consult, and digest, in order to be wise and useful.

IV. Papers on Lord Macaulay.—In Memoriam.

1. RIGHT HON. THOMAS, LORD MACAULAY.

(Biographical Sketches, No. 5.)

The sudden death of Lord Macaulay, one of the greatest literary men of the age, has been announced. He died at Kensington, on the evening of Wednesday, the 28th December, in the 59th year of his age, having been born at Rothley Temple in Leicestershire on the 25th of October, 1800. He was the son of a London merchant, Zachary Macaulay, famous for his exertions on behalf of the African race, but the family belonged to the Highlands of Scotland, where Zachary Macaulay's father and uncle were ministers of the Kirk of Scotland. After carrying off high academic honours at Cambridge, he soon attained pre-eminence as a poet, an essayist, a historian, and an orator. His first decided literary success was his article on Milton in the *Edinburgh Review* in 1826. It abounded in ornate passages which his later and severer taste condemned, but nothing less dazzling could have created a reputation so sudden. To the Marquis of Lansdowne he was intebted for his entrance into Parliament for the borough of Calne in 1830, a seat, then as now, in the nomination of Lord Lansdowne, and it soon became evident that the Whig party had gained, in his single person, a prodigious accession of strength. From that moment, power, emolument and high rank were within his easy reach. His speeches were the most luminous and brilliant of his age. Less varied than O'Connell, and less poetical than Shiel, he was altogether unrivalled in his stores of historical reference, and in the mingled lucidity and fervour of his logic. Unlike Peel he never seemed to be troubled with a nice balancing of difficulties. He saw at a glance the clear course before him, and he followed it, with his oratory always at white heat. In 1834, Macaulay accepted a lucrative post as a member of the Supreme Council of Calcutta, but returned to England three years afterwards. He was elected as a member for Edinburgh in 1839, and became Secretary at War in the same year. In consequence of his speech in favour of the Maynooth grant, he was rejected in 1847, but in 1852, he was spontaneously re-elected. After a few Sessions, he retired from the House of Commons, and only about two years ago he was raised to the peerage. Lord Macaulay was unmarried, and his title dies with him. But his place in his country's literature is among the immortals. His ballads of the Spanish Armada and the Battle of the League, his magnificent essays on Lord Clive and Warren Hastings, and his History of England, although only a colossal fragment, will endure while language lasts. The *Times* says no death which we could chronicle will be more deeply or more widely lamented than that of Lord Macaulay. His loss is not simply that of a great man. It is the loss of a great man who had accumulated immense stores of information that perish with him. As on the funeral pile of some Oriental potentate the wealth of a province is heaped up to be burned, we see passing with the historian into the darkness of the grave not only a majestic mind which sooner or later must have gone from among us, but also the vast acquisitions of this mind, which we fancy might have remained to us for ever. Macaulay's wealth of information was almost incredible, and in all his writings, in his speeches, in his conversations, he poured it forth so lavishly, and yet so carefully, that the reader and hearer scarcely knew which to admire most—the extent of his knowledge, or the felicity with which he had brought it to bear upon the matter in hand. He had more intimate acquaintance with English history than any man living, or perhaps any man who ever lived. His acquaintance with it was not a barren knowledge, but it had fructified into political wisdom, and no pen could surpass his in the description of what he knew and thought and felt. The death of such a man is more than a common loss—is more than the loss of a man equally great in other departments of literature. The material which he handles gives to the work of the historian a value which the work of no other artist enjoys. A great novelist or a great poet may be compared to a worker in colours, which have no value except in the arrangement given to them by the artist. A great historian, on the other hand, is a worker in gold and silver and precious stones, which have a value independent of their workmanship bestowed on them. It requires a great mind to elicit the facts, but the facts have a value in themselves, and if they are not transmitted by the historian who is in possession of them, the loss which we sustain is not comparable to that of an additional poem or new novel from the poet or novelist too soon struck down. Macaulay is cut off in his 60th year, and in the midst of his work. Who is to finish what he has begun? Who is to make good wherein he has failed? The deep regret for such a loss whi willch be universally felt wherever the English language is spoken will be mingled with surprise at its suddenness. Only on Monday last Lord Macaulay had entertained his family at a Christmas party. It is true that for some years he had suffered from an affection of the heart, and three weeks ago he had a return of threatening symp-

toms. But he appeared to rally again; the symptoms, although serious were not alarming; and at the Christmas party on Monday last he was so far unlike himself as to be rather silent. If Sidney Smith had been there, he would not have had to complain, as he once did, that he longed for some "brilliant flashes of silence;" and yet in spite of Lord Macaulay's quietness, his friends in parting with him that night little thought that in less than eight-and-forty hours he would be no more for this world. On Wednesday evening, about 8 o'clock, he died in a fainting fit, without the least pain.—*Family Herald, Montreal.*

2. LORD MACAULAY'S FUNERAL IN WESTMINISTER ABBEY.

The funeral *cortege* started in the morning (Jan. 9th) from the late residence of the deceased, at Holly-lodge, Camden Hill, Kensington. This beautiful little villa adjoins the house occupied by the Duke of Argyle, between whom and the late peer there was a most close and intimate friendship. In the retirement of this half-country residence Lord Macaulay had lived for some time, passing the greater part of the day in the library of the British Museum, and the greater part of each evening and night in arranging the immense mass of materials which, from all sources, he had gathered for his history. The procession was fixed to leave Holly-lodge at 11 o'clock, but before that hour the route along which it was to pass was marked by a dense line of spectators. All the houses of the nobility and gentry in the neighborhood of Holly-lodge were of course closed, while nearly all the houses along the route from Kensington to Knightsbridge, and through Grosvenor-place towards the Abbey, were either half or entirely shut up.

The pall was borne by the Lord Chancellor and the speaker of the House of Commons, who may be looked upon as representing the two assemblies over which they preside. The pall bearers were the Duke of Argyle, Lord John Russell, Lord Shelburne, Lord Stanhope, Sir David Dundas, and the venerable Dean of St. Paul's, Rev. Dr. Milman.

Close behind the coffin, in order, followed the mourners. On the right of the choir, in the stalls, some female relations of the great historian were seated, in deep mourning.

As the melancholy procession advanced up the nave, Dr. Croft's anthem, "I am the resurrection and the life," was sung with a solemn measured cadence, that had an inexpressibly touching effect, as the lament pealed forth through the Abbey, till its moaning echoes were almost lost in the distance. Arrived at the choir, the body was deposited inside the screen; the mourners and pall-bearers remained aside in the stalls, while the 39th Psalm, "I said I will take heed to my ways that I sin not with my tongue," was slowly chanted to Purcell's beautiful music. After the Lesson—"Now is Christ risen from the dead and become the first fruits of them that slept"—was sung Sphor's magnificent hymn, "Blessed are the dead that die in the Lord." During this most solemn cadence the mourners and pall-bearers again resumed their station round the corpse—the funeral procession was again formed, and proceeded with slow steps to where the grave was dug in Poets' corner. Arrived here, the pall, which had till then completely hidden the coffin, so as only to allow a glimpse of the coronet and arms to be seen on the foot of it, was removed, and the coffin for a moment deposited by the side of the grave. Then, as the mourners grouped themselves around it, it was again lifted over the narrow aparture and slowly sunk into its last resting place. As is customary at all funerals, there was a moment's pause after the body had disappeared from view forever, and then arose Croft's touching anthem, "Man that is born of a woman hath but a short time to live," the notes and words of which echoed along the lofty aisles like the wail of many mourners. Purcell's "Thou knowest Lord," having also been slowly sung, then was said the prayer commencing "Forasmuch as it has pleased Almighty God of His great mercy to take unto Himself the soul of our dear brother here departed," amid solemn silence. It was only broken by the sharp quick rattle of the gravel as it fell upon the coffin. Then was sung Croft's anthem, "I heard a voice from Heaven saying unto me, write 'From henceforth, blessed are the dead which die in the Lord; even so saith the Spirit, for they rest from their labors.'" At the termination of all was sung Handel's magnificent hymn, "His body is buried in peace, but his name liveth evermore;" and this concluded the ceremony. All who had been assisting at the funeral then quitted the grave, and returned to the western entrance, the "Dead March in Saul" being played as the mourners slowly retired. Those who had been present, but not taking part in the ceremony were then allowed to pass the barricade and inspect the grave. As in most of our old cathedrals, there are no vaults beneath Westminister Abbey, so that the grave is dug down at once into the gravel beneath the stones. The grave of Macaulay seemed about ten feet deep, and almost as broad as it is long, so much that the coffin appeared to rest in a deep square chamber of gravel. At one side on, the left, was what seemed to be part of the side of another coffin, which, if it was a coffin at all, must have been that which contains the remains of no less a genius than Sheridan. In the uncertain light, however, which penetrated to the bottom of Macaulay's last resting place, it was hard to judge distinctly. In a few minutes after the ceremony was over, most of those who had assisted at it had quitted the Abbey. Shortly after, preparations were made for filling in the grave and replacing the pavement of Poet's corner as it was before it was destined to make room for its last tenant. In a few days more the slabs which mark the resting place of other great men will be replaced; the monument of Addison restored, and leave perhaps only the freshly gilt letters to show where lies the great historian—the last but not the least of those who slumber in Poet's corner, "whose bodies are buried in peace, but whose names liveth evermore!"

3. THE DESCENDANTS OF GREAT MEN IN ENGLAND.

In the obituary notices of the late Lord Macaulay, it was stated that he left no family behind him. It is a strange coincidence that the greater number of men noted for mechanical genius, like many of those famous in literature, science and government in Great Britain, have left no children to perpetuate their names. Shakespeare, Milton, Bacon, Newton, Harvey, Pope, Mansfield, Pitt, Fox, Gray, Cowper, Collins, Thomson, Goldsmith, Gay, Congreve, Hume, Bishop, Butler, Locke, Hobbs, Adams, Adam Smith, Bentham, Davy, Sir Joshua Reynolds, Flaxman, Sir Thomas Lawrence, Robert Stephenson, and others well known to fame in British annals, have no lineal representatives now living.

4. LOSS TO HISTORY IN THE DEATH OF LORD MACAULAY.

Westminister Abbey was yesterday the witness of a solemnity which has an interest not only for Englishmen, but for every community among which our language is spoken. The most powerful, popular, and versatile writer of our time was borne to the grave with all the honors which it is in the power of friends and admirers to bestow. Genius and rank and official dignity met to pay the last sorrowful tribute to one whose name has added new lustre to the country he so proudly loved. In the old Abbey, which has for centuries been associated with all that is great and noble in our history, among the remains of men widely diverse in genius and character, but whose various greatness his large mind enabled him to appreciate, Lord Macaulay now sleeps. No more fitting honor could have been paid to the illustrious dead than to lay his bones among those whose history he has recounted, and whose characters he has so hapily sketched. No honor can we conceive more in accordance with what we know of his own feelings. Addison, at the foot of whose monument Lord Macaulay lies, moralised in his time on the Abbey in that eloquent and touching language which is known wherever the English language is read. It was with a peculiar fitness that he was in his turn laid in the spot which he had helped to consecrate with his genius. So with Macaulay. In his writings he repeatedly alludes to the great burial place of Englishmen, in terms which show how much his feelings and fancy were moved by this kind and national canonization. Yesterday those whose praise he valued assembled to pay to him that tribute which he looked upon as the last and highest crown of fame. * * * *

Sorrow they needs must, both for the sake of the departed and of his country. How much has been lost by the premature death of this gifted man we can never know. It is if a unique museum or a library of precious and uncopied manuscripts had been suddenly destroyed. Lord Macaulay has given us in his history the narrative of the Revolution and the Reign of William III. How complete, how graphic they are, we all know; and yet there is a reason to believe that the author had hardly arrived at the period which he had principally studied, and which he would have treated with the most consummate ability. If he had been spared to write the wars of Marlborough, the Accession of the House of Hanover, and the Administration of Walpole, to criticise the literature of Queen Anne's time, and sketch the rise and progress of colonial America, we might have possessed pictures even more striking than those which represent the fall of James and the struggles between William and the French king. All the accumulated materials of so many years have perished, for they were preserved as they only could be, in the brain of the historian. The lore of a Macaulay resembles in nothing the "notes" of an average writer, for it consists not in mere isolated facts, but in analogies, parallels and instructions which no one can develope but he who has originated them. The loss is not England's alone. It is a chief glory of the deceased that his principal work was as much read, and perhaps more studied, abroad than at home. We in this country, though the volumes

told us much that was new, yet had previously a pretty clear notion of our Revolution and the spirit in which it was carried out; but for the first minds on the Continent it was little short of a revelation. The two volumes which recount the errors and the fall of James appeared at a time when Europe had been just convulsed by revolution, and a short period of anarchy was about to be succeeded by a despotism more heavy and unsparing than ever. Those who had been accustomed for years to find in the "Left," of Louis Phillipe's Chamber the only true exponents of liberal principles, and in the "sacred right of insurrection," the best means of redressing political grievances, were astonished and charmed with the history of a revolution effected without carnage or proscription, according to forms handed down for centuries, and by men who had never forfeited for an hour the right to be called in the truest sense Conservative. These volumes of Lord Macaulay have been described by a German writer as a text book for the students of liberty, and the praise is well deserved. No work of our time has had so great an effect on other nations, has so much brought home to the imagination of our readers the moral greatness of England, has done more to discredit the teachings of visionaries and revolutionists. The history of this country is becoming more and more the central history of the world, the record which all nations are uniting to examine and explore. The spread of the English race and the genius of our mediæval history are as familiar to the modern world as the wars of Troy and Thebes were to the ancient. Something like this Macaulay succeeded in accomplishing for the periods of which he treated. His narrative of the Revolution, his sketches of conquerors of India, gratified beyond any writings of our time the curiosity which is felt about all that throws a light on the building up of the British Empire. In him his country loses not only one who instructed her, but one who impressed on the world her claim to be a light among the nations.—*Times.* [The *Edinburgh Review* for January has a singularly graphic estimate of Lord Macaulay's literary powers.]

5. THE CHARACTER OF LORD MACAULAY'S HISTORY.

The History of England, which forms the most authentic title of Lord Macaulay to a lofty place in the remembrance of posterity, was first announced soon after his rejection by the electors of Edinburgh in 1847. Two volumes made their appearance during the following year; two more were published in 1855; and a further instalment was expected at about the time in which we now hear of the death of the author. Few works of recent date have been received with more enthusiastic admiration. In spite of obvious defects, neither small in magnitude, nor few in number, these volumes possess a charm, in their life-like representation of events, their sagacious exposition of secret motives and subtle intrigues, their graphic sketches of personal biography, the brilliant coloring with which they pourtray the manners and character of the English people of a past age, and their wealth and beauty of illustration, which is yielded by scarcely another production of this epoch of noble historical composition. One great secret of Lord Macaulay's power in the construction of narrative was the zeal with which he was in the habit of visiting the localities described in his history, and sketching his pictures from materials derived on the spot. The room is still shown at a little inn, near the scene of the Duke of Monmouth's defeat at the battle of Sedgemore, which the historian occupied for several weeks, pursuing his researches in the neighborhood, with diligent minuteness, and writing that portion of his narrative while the facts and impressions were fresh in his mind.

It has been alleged by hostile pens that Lord Macaulay was destitute of heart—that his life was mainly intellectal, brilliant and stimulating, but cold and barren as regards the highest part of human nature. Those, however, to whom he was better known, aver that his faculties were as nobly employed as they were lavishly given. Certain it is that no coldness or apathy is betrayed in the composition of his history. If he sometimes permits his prejudices to blunt his sense of justice, as in the case of William Penn, if he can see no beauty or nobleness in the character of a religious enthusiast like George Fox, he never fails to glow with indignation at what he regards as moral turpitude, and to rise into eloquent sympathy at the spectacle of public virtue and sincere devotion to truth and freedom. The brightest features in the character of Lord Macaulay are forcibly stated by a London cotemporary, and with it we close our own sketch.

"The purest moral tone pervades the fearless controversial discussion of the most difficult social, moral and religious questions. By no one have the principles of toleration been so ably and clearly expounded, by no one has the dividing line between religion and superstition been so fearlessly drawn. No author rests so entirely on solid and manly good sense. Lord Macaulay never wasted his fine faculties and splendid powers of exposition on the barren subtleties of metaphysics, or the abstract dogmas of polemics. A true friend of liberty, he preferred to deduce it from the immemorial practice of our ancient Monarchy, instead of from the fallacious doctrines of natural right. He had studied our Constitution till he had become instinct with its spirit, and forever removed the difficulties from many of the most intricate as well as the most important periods of our history. Unlike the modern class of historians, who are forever trying to deify force and to exalt success, to make a sensual and cruel tyrant into a paternal king, or a brutal drunkard into a model of commanding intellect, Macaulay had no love for paradox; his homage was reserved for what he thought true and right, and he is utterly guiltless of setting up as idols for the multitude what he himself loathed and despised. If he wrote with a party bias he honestly avowed it, because he was alike incapable of the affectation of Hume or the icy indifference of Gibbon. There is not a line of his works that a lady might blush to read, not a sentiment that an honest man need be ashamed to utter. He has done more than any writer in our history to form the mind of his countrymen, and we cannot wish our rising youth a better preceptor. He is gone, but his name will be as imperishable as our language when we also are gone. His works may be quoted at some future period as a specimen of the brightest devolopment of the practical English mind, and the best example of the political wisdom which experience has taught us."—*N. Y. Paper.*

6. LORD MACAULAY'S FIFTH VOLUME—HIS LETTERS—HIS HISTORY IN ITALY.

Respecting his history, the Post says:—"We understand that Lord Macaulay has left behind him the materials for another volume, the publication of which may, for private and family reasons, be some time delayed. But whatever delay may unavoidably occur in the publication of the narrative of William III. and Queen Anne's times, we sincerely trust that at no very distant period our country may be instructed and enriched by a faithful account of the part which the historian played, of the friendships which he formed, of the judgments which he passed on the men and measures of the times in which he lived himself. If we might judge from those specimens of his correspondence which it has been our fortune to peruse, a collection of Lord Macaulay's letters extending over the last thirty years would be a history of England in the age of Canning and Grey, of Peel and Palmerston, quite as fascinating, quite as brilliant, but infinitely more instructive, than Horace Walpole's chronicle of the age of Chatham and Lord North."

The *Perseveranza* of Milan contains a tribute to the memory of the great historian, whose sudden and irreparable loss leaves one of the grandest monuments of our literature an uncompleted fabric. The prose works of Macaulay are very popular in Italy. Of his history there is a masterly translation, as yet unfinished, by P. Emiliani-Guidici (Florence, Le Monnier), and another by Cesari Rovigo, published at Turin.

7. LORD BROUGHAM'S ADVICE IN REGARD TO THE EDUCATION OF LORD MACAULAY.

In a letter written by Mr. (afterwards Lord) Brougham, in March, 1823, to Zachary Macaulay, Esq., father to the great Historian, he gives the following admirable advice which is no less appropriate now in the Education of young men, than it was in the case of Lord Macaulay. Lord Brougham says,—"My principal object in writing to you is to offer you some suggestions, in consequence of some conversation I have just had with Lord Grey, who has spoken of your son (at Cambridge) in terms of the greatest praise. He takes his account from his son; but from all I know, and have learnt in other quarters, I doubt not that his judgment is well formed. Now you, of course, destine him for the bar, and, assuming that this, and the public object incidental to it, are in his views, I would fain impress upon you (and, through you, upon him), a truth or two which experience has made me aware of, and which I would have given a great deal to have been acquainted with earlier in life from the experience of others.

"First, that the foundation of all excellence is to be laid in early application to general knowledge is clear; that he is already aware of; and equally so it is (of which he may be not so well aware) that professional eminence can only be attained by entering betimes into the lowest drudgery, the most repulsive labors of the profession; even a year in an attorney's office, as law is now practised, I should not hold too severe a task, or too high a price to pay, for the benefit it must surely lead to; but at all events the life of the special pleader, I am quite convinced, is the thing before being called to the bar. A young man whose mind has once been well imbued with general learning, and has accquired classical propensities, will never sink into a mere drudge. He will always save himself harmless from the dull atmosphere he must live and work in, and the sooner he will emerge from it, and arrive at eminence. But what I wish to inculcate especially, with a view to the great talent for public speaking which your

son happily possesses, is that he should cultivate that talent in the only way in which it can reach the height of the art, and I wish to turn his attention to two points. I speak on this subject with the authority both of experience and observation; I have made it very much my study in theory; have written a great deal upon it which may never see the light, and something which has been published; have meditated much and conversed much on it with famous men; have had some little practical experience in it, but have prepared for much more than I ever tried, by a variety of laborious methods, reading, writing, much translation, composing in foreign languages, &c., and I have lived in times when there were great orators among us; therefore, I reckon my opinion worth listening to, and the rather, because I have the utmost confidence in it myself, and should have saved a world of trouble and much time, had I started with a conviction of its truth.

"1. The first point is this,—the beginning of the art is to acquire a habit of easy speaking; and, in whatever way this can be had (which individual inclination or accident will generally direct, and may safely be allowed to do so,) it must be had. Now I differ from all other doctors of rhetoric in this,—I say, let him first learn to speak easily and fluently, as well and as sensibly as he can no doubt, but at any rate let him learn to speak. This is to eloquence, or good public speaking, what the being able to talk in a child is to correct grammatical speech. It is the requisite foundation, and on it you must build. Moreover it can only be acquired young, therefore let it by all means, and at any sacrifice, be gotten hold of forthwith. But in acquiring it, every sort of slovenly error will also be acquired. It must be got by a habit of easy writing (which, as Wyndham said, proved hard reading;) by a custom of talking much in company; by speaking in debating societies, with little attention to rule, and mere love of saying something at any rate, than of saying anything well. I can even suppose that more attention is paid to the matter in such discussions than in the manner of saying it; yet still to say it easily, *ad libitum*, to be able to say what you choose, and what you have to say,—this is the first requisite, to acquire which everything else must for the present be sacrificed.

"2. The next step is the grand one,—to convert this style of easy speaking into chaste eloquence. And here there is but one rule. I do earnestly entreat your son to set daily and nightly before him the Greek models. First of all he may look to the best modern speeches (as he probably has already;) Burke's best compositions, as the *Thoughts on the Cause of Present Discontents*; speech 'On the American Conciliation,' and 'On the Nabob of Arcot's Debt;' Fox's speech 'On the Westminster Scrutiny' (the first part of which he should pore over till he has it by heart;) 'On the Russian Armament;' and 'On the War,' 1803; with one or two of Wyndham's best, and a very few, or rather none, of Sheridan's; but he must by no means stop here. If he would be a great orator, he must go at once to the fountain head, and be familiar with every one of the great orations of Demosthenes. I take for granted that he knows those of Cicero by heart; they are very beautiful, but not very useful, except perhaps the *Milo pro Ligario*, and one or two more; but the Greek must positively be the model; and merely reading it, as boys do, to know the language, won't do at all; he must enter into the spirit of each speech, thoroughly know the positions of the parties, follow each turn of the argument, and make the absolutely perfect and most chaste and severe composition familiar to his mind. His taste will improve every time he reads and repeats to himself (for he should have the fine passages by heart), and he will learn how much may be done by a skilful use of a few words and a rigorous rejection of all superfluities. In this view I hold a familiar knowledge of Dante to be next to Demosthenes. It is in vain to say that imitations of these models won't do for our times. First, I do not counsel any imitation, but only an imbibing of the same spirit. Secondly, I know from experience that nothing is half so successful in these times (bad though they be) as what has been formed on the Greek models. I use a very poor instance in giving my own experience, but I do assure you that in both courts of law and Parliament, and even to mobs, I have never made so much play (to use a very modern phrase) as when I was almost translating from the Greek. I composed the peroration of my speech for the Queen, in the Lords, after reading and repeating *Demosthenes* for three or four weeks, and I composed it twenty times over at least, and it certainly succeeded in a very extraordinary degree, and far above any merits of its own. This leads me to remark, that though speaking, with writing beforehand, is very well until the habit of easy speech is acquired, yet after that he can never write too much; this is quite clear. It is laborious, no doubt, and it is more difficult beyond comparison than speaking off-hand; but it is necessary to acquire the habit of correct diction. But I go further, and say, even to the end of a man's life he must prepare word for word most of his finer passages. Now, would he be a great orator or no? In other words, would he have almost absolute power of doing good to mankind, in a free country, or no? So he wills this, he must follow these rules."

V. Papers on Practical Education.

1. MISS COUTTS' ADDRESS TO SCHOOLMISTRESSES.

In November last, Miss Burdett Coutts visited the National Society's Training Institution for Schoolmistresses at Whitelands, and kindly presented to eighteen of the students prizes for general usefulness, for good needlework, and for progress in needlework. We extract the following valuable remarks from the address of Miss Coutts to the students on the occasion:—

"Before reading the names of those to whom prizes have been awarded, I would briefly refer to the object for which they are given, especially those I have termed "progress prizes." They would greatly fail in their object if considered only as intended for personal encouragement. That is certainly one object; but it is also to be wished that they should be regarded as suggestive of plans and principles to be brought forward in schools hereafter to be placed under your care as schoolmistresses, especially to those amongst you who will shortly enter on active school duties. Among the first points to which your attention will be early directed will be, "The best means of encouraging those children who, either from the defects of their early training, or from natural inaptitude for learning, do not rise rapidly in their classes, and yet who strive to do well." This will require consideration. A large proportion of such children is to be found in every school, and their management is always a cause of anxious thought to conscientious teachers; for it is not easy to give to these the encouragement they need, and not to cause others to relax in their efforts to attain to excellence. It is difficult to give any rule upon this and similar points of school management; and in the skill and delicacy with which they are managed consists the superiority of one teacher over another. But *one* rule, which it is hoped the progress prizes may suggest, seems safe and just, and is found to work well—namely, that any child who persistently and continuously exerts itself to improve should at certain intervals receive positive encouragement, when a sufficient time has elapsed to show that progress has been made.

Another point to which it is intended these prizes should draw attention, is the expediency of adopting some means of diffusing throughout the whole school a general impression that much stress is laid upon the attention given to instruction in needlework; and that those children who are attentive, and who endeavour to improve in this particular, are not unnoticed, though they may not make such rapid progress as some of the other children.

You will find it very necessary to secure attention *to*, and improvement *in*, needlework throughout the school. Year by year, industrial training seems more and more valued; and needlework is of primary importance, both from its intrinsic value to girls, and from its being that part of industrial work which can be most practically and efficiently taught in schools.

The object of the prizes given by me have been confined to needlework and industrial instruction, because I conceive these to be of the greatest moment, not only to children in National schools, but also to yourselves; and whenever an opportunity offers, I feel the deepest anxiety to impress upon all (I may almost say) the indispensable obligation due to society, that girls of every rank should receive practical instruction in needlework, and possess a sound knowledge of domestic economy. I have striven so very earnestly to obtain a recognition of this principle, that I sometimes fear, as respects needlework at least, I may seem to attach an undue importance to it; and to me therefore, it seems not uncalled for if I enter somewhat more minutely on the present occasion upon some of the reasons which induce myself, and others who think with me, to feel so earnestly on this subject.

Many of these are within the range of your own experience; for you must have noticed how great a difference the knowledge and practice of needlework makes in a home. You will all feel, too, that it tends to cement the ties of family affection; for the little comforts furnished, or the little gifts made and received with so much pleasure, are familiar to us all; and you will all be ready to admit that skill in needlework promotes habits of economy, but economy has roots which strike deep, and produce results which may not at first be so easily observed. It was the wont of the greatest soldier England ever had, and one of the most acute observers of the principles from whence spring the actions of men (the "great duke," as he was commonly called when amongst us), that "economy was the parent of generosity." Trace this throughout, and you will find that the apparently humbler branches of instruction may play a more important part in forming the character than you would at first sight have imagined.

I will also say a few words on "the Uniformity of School-routine."

The regularity with which each class is refilled, as the younger children grow up and the elder leave, has a tendency to check that adaptation of instruction which is indispensable in order to produce

any abiding influence on the mind. In infant schools this is especially the case, for there exists so much similarity between children of a tender age, that, when passing before one in numbers, it is difficult to remember that each little one has its distinctive individuality as strongly as one's own, when seen and known separately; for how common is the remark, "that the child is father to the man."

Sometimes, too, surprise is expressed that a person should turn out so differently to what he or she was as a child. Whether the remark be for evil or good, it shows how distinctive was the individuality of the child at the time. What image is there that remains more vividly impressed upon the mind, after the lapse of long, long years "than the little traits and baby peculiarities of some of Christ's lambs" taken early to their rest—safe, as we fondly hope, with Him who "suffered the little children to come unto Him" while on earth. You shoud be very jealous over yourselves, and watch that your perception of this individuality does not in time become blunted. Indeed, it requires a missionary spirit to carry out this great work of education—the spirit of those who give all, and go forth, setting their face as a flint against disappointment and difficulty and trouble, to do the work of Christ; and, above all, without this spirit you will not teach effectually. And while you teach your children, forget not that you yourselves will ever need to remember that you cannot do these things in your own strength.

I have now only to present these books to you, which I am sure you will all value as remembrance of this place, and of which I am sure you will always retain an affectionate remembrance."—*English Educational Record.*

2. SHORT RULES FOR TEACHERS OF COMMON SCHOOLS.

OPENING AND CLOSING.

1. Be at the school room one hour before the time for opening school.
2. Permit no unnecessary noise, entering, departing, or during recess.
3. Be uniformly strict, and as uniformly kind.
4. Call up and dismiss the members of classes, one by one, and dismiss the school in the same way.
5. Walk lightly on the floor and stairways, opening and closing the doors easily, and require the same of the pupils.
6. Keep a vigilant eye upon the pupils during play-time.
7. Perform no duty hastily, and leave no duty undone.
8. Take sufficient time to have the books all put in proper places, before calling the roll, and dismiss with singing.
9. Require the school to sit perfectly still, one minute before dismissal.
10. Be the last at the school-room, and notice, before leaving, that all is right.

SPELLING.

Require the pupils to observe the following rules:

1. To spell on the book, off the book, on the slate, and to give definitions.
2. To review all the difficult words in every lesson, before dismissing the class.
3. Review the same difficult words at the commencement of the next recitation.
4. Select all words with double consonants, and spell them separately.
5. In the same manner, select all words having silent letters, and spell them.
6. Have the list of words read without spelling.
7. If of more than one syllable, have them accented improperly and then properly.
8. Have the vowels named and the sounds given as indicated.
9. Require them to repeat all difficult sounds, until they can pronounce them correctly.
10. Have some of the words written, first with, and second without syllabication.

READING.

Require the following rules of the pupils:

1. To read as if they were conversing.
2. To read loud enough to be heard all over the room.
3. To enunciate every word distinctly: such as *every;* not ev'ry.
4. To understand perfectly what they read.
5. To communicate all they know of a lesson, with readiness.
6. To regard the length of the pauses and the interrogatory sentences.
7. To give each word its proper emphasis.
8. To select lessons and books which contain the more important facts.
9. To answer *original* as well as printed questions.
10. Not to read when the mind is not prepared for entering entirely into the subject-matter.

PENMANSHIP.

Require the pupil to observe the following rules:

1. To have in the mind a pattern for every letter and figure before making it.
2. To place the letters of every word an equal distance apart.
3. To make all long letters one length, and all short letters one length, the latter half as long as the former.
4. To incline all the letters equally and about thirty-three degrees from perpendicular.
5. Dot the *i's*, and cross the *t's*.
6. To write with nothing but good ink and good pens.
7. To prevent the oil of the hands coming in contact with the paper.
8. To keep neat and clean copy books and manuscripts.
9. To hold the pen in the proper manner, and to move it with ease.
10. Never to write in the cold morning, or soon after play.

ARITHMETIC, ETC.

1. To recite mental arithmetic and primary geometry, without the book.
2. To analyse questions methodically, having the reasoning arranged logically.
3. To take time to the solution, and to perform it without perturbation.
4. To understand one solution well before going to another.
5. To repeat all the difficult solutions two or three different times.
6. To put all written solutions in arithmetic down in a methodical form, and, if practicable, on paper.
7. To have all the tables accurately memorized before using them.
8. To solve every sum on the slate first, and then on the board.
9. To explain fully, clearly, and logically, every solution.
10. To make every figure and every sign according to the best pattern.

LECTURES.

Teachers should lecture occasionally on subjects like the following, viz.:

1. Object lessons, every Friday afternoon.
2. The necessity of learning obedience to law.
3. The benefits arising from early habits of system, industry, and regularity.
4. The great advantages resulting from habits of cleanliness, especially in keeping books.
5. The increasing necessity of a knowledge of the common sciences.
6. The humanizing influence of music.
7. The social benefits arising from the co-education of the sexes.
8. The good results flowing from obedience to parents and teachers.
9. The great dangers resulting from idleness and truancy.
10. The physical and moral advantages of cultivating a cheerful spirit.—S. B. McCormick, *in Pennsylvania School Journal.*

3. THE EDUCATION MOST NEEDED.

The idea too commonly prevails that a mere knowledge of books is the beginning and end of education. The sons and daughters, especially of the rich, grow up with this notion in their heads, in idleness, as it were, with little idea of the responsibilities that await them. Their nature revolts at the mention of "labor," not dreaming that their parents before them obtained the wealth they are so proud of by industry and economy. How many young men, college bred though they may be, are prepared to manage the estates which their fathers possess, and which it may have required a lifetime to acquire?

How many young women, though they have acquired all the knowledge and graces of the best schools, know how to do what their mothers have done before them, and which the daughters may be compelled to do at some period of their lives? The children of the poor have to labor or starve, and as far as that goes they are educated to be practical. The education that scoffs at labor, and encourages idleness, is the worst enemy for a girl, man, or woman. Instead of ennobling, it degrades; it opens up the road to ruin. The education which directs us to do what we are fitted to do—that respects labor—that inculcates industry, honesty, and fair dealing, and that strips us of selfishness, is the edcation we *do* need, and that which must become the prevailing system of the country before we can be a people either happy or prosperous.—*N. Y. Express.*

4. WE SHOULD HAVE EDUCATED FARMERS.

There is no reason why men of the very highest education should not be farmers. If a son of mine were brought up on purpose to be a farmer, if that was the calling which he preferred, I still would educate him, if he had common sense to begin with. He would be as much better for it as a farmer as he would as a lawyer. There is no reason why a thoroughly scientific education should not be given to every farmer and to every mechanic. A beginning must be made at the common school. Every neighborhoood ought to have one. But they do not grow of themselves. And no decent man will teach school on wages which a canal-boy or a hostler would turn up his nose at. You may as well put your money into the fire as to send it to a "make-believe" teacher—who teaches school because he is fit for nothing else! Lay out to get a *good teacher*. Be willing to pay enough to make it worth while for "smart" men to become your teachers. And when your boys show an awakening taste for books, see that they have a good school library with books of histories, travels, and scientific tracts and treatises. Above all do not let the boy get a notion that if he is educated he must, of course, quit the farm. Let him get an education that he may *make a better farmer*. I do not despair of yet seeing a generation of honest politicians. Educated farmers and educated mechanics. who are in good circumstances and *do not need office for support*, nor make politics a trade, will stand the best chance of honesty.—*Beecher's Fruit, Flowers, and Farming.*

VI. Papers on Natural History.

1. ARTIFICIAL SALMON BREEDING—PLANTING OYSTER-BEDS IN THE ST. LAWRENCE.

A correspondent of the *N. Y. Times* under date of February 1st, writes from Quebec as follows:

The Legislature of Canada passed a Fishery Act, about two years since, for the regulation, protection, and encouragement of the inland as well as the Gulf fisheries; and two Superintendents of Fisheries were appointed—one for Upper one for Lower Canada, each with a staff of suitable overseers, &c. The Upper Canadian official has made but little progress in his duties; the Lower Canadian a great deal. But I wish, in this present letter, not to treat of the subject of fisheries generally, so much as to describe the method of artificially breeding salmon adopted by the Lower Canada Superintendent, Richard Nettle, Esq., of Quebec.

In a large room, well ventilated in summer and sufficiently warmed in winter, is a tank, about eight feet by twelve, divided into two main compartments—one deep, the other shallow. The latter is again sub-divided into three divisions of different depths, from six inches to about one. Water from the city pipes—which is supplied from Lake St. Charles, up in the mountains, eighteen miles away—is kept constantly flowing into this tank, with the proper contrivances for preventing any sudden stoppage of the supply. The shallow parts of this, the ovarium, are floored with sand and stones, in imitation of a river's bed. The deep part has only a few pieces of rock at the bottom.

Salmon spawn in September, and at that time the female fish are taken with nets from the neighbourhood of their spawning-beds. A very gentle pressure makes them shed their *ova* into a pail to the number of perhaps 20,000 each, and a single male fish then suffices for the impregnation of a pailful of spawn, which is then very carefully brought to the ovarium and placed in the shallow compartments above described.

When first taken, the spawn is of a yellow colour, each little egg being of the size of a small pea, and semi-transparent. Close observation detects a little reddish spot on one part of the ovum. In a short time, this spot, which is where the impregnation occurred, grows larger and deeper in colour, while the ovum gets more and more opaque. In December, the rudimentary fish can be seen, curled up within the skin of the egg. In January, the black spots become visible—the eyes of the embryo. Towards the end of February, the little fish bursts from its confinement. Last year, the first of the spawn completed these transformations in 113 days.

When the salmon thus make their appearance, they are almost like small tadpoles, or bullheads, in form, and lie quiet among the stones for a few days until they become more shapely. Then they become lively, and rush about the tank briskly. A fly, thrown upon the water, brings a host of them up to the surface, eager for their prey They grow but little for several months, none becoming longer than one's finger. But if these little creatures are then put into a river, they will make their way downwards into the sea, grow with surprising rapidity in salt water, and return to the same river next year weighing from four to seven pounds.

The advantages of breeding salmon artificially are several, but it is sufficient to mention one or two. When the spawn is deposited in the rivers, it may remain barren. If it escapes this danger, the trout and other fish eagerly seek for it, and they even say that large trout will follow the female salmon at spawning time in expectation of a meal. If the eggs do, in time, give forth small fry, these have to run the gauntlet of innumerable perils before they reach the sea and grow to a sufficient size to be careless of other enemies than man or the salmon-eating otter. Thus, perhaps 99 per cent. of the spawn—certainly 90—is distroyed. By artificially breeding, that quantity lives. Mr. Nettle's experimental tank now contains about 5,000 spawn, and all are in a forward state.

Nor is fish-breeding likely to remain a mere experiment in Canada. Three large lakes, Megantic, St. Francis and Louisa, have just been leased for nine years to a Mr. DeCourtenay, a Freneh gentleman, who lived a long time in Italy, and was President of thc Fishery Company of the Lago Maggiore. Mr. DeC. will bring hither some of his old Italian employées, spend several thousand dollars in erecting and managing apparatus for artificially propagating salmon in one lake, sturgeon in another, and some other fish, in the third, and, when they are well grown, catch, and send them to New York, Boston, Montreal, &c., fresh, and to the West Indies, Brazil, &c., barreled.

Another step has been accomplished, during the year just expired, towards the development of the mine of riches our waters may be made to afford. Captain Fortin, the commander of a revenue cutter, *La Canadienne*, was instructed to lay down small seed-oysters, obtained at Caraquette, at different places in the Gulf of St. Lawrence. He has done so. Next year the operation will be renewed, to see how far up the great river oyster beds can be formed. It is contemplated to make an experiment at the mouth of the Saguenay River, and thus to add another attraction to the many which cluster around that delightful spot.

VII. Miscellaneous.

1. THE RED FLAG OF ENGLAND—THE FLAG OF THE BRAVE.

Old England! thy name shall yet warrant thy fame,
If the brow of the foeman shall scowl;
Let the Lion be stirred by too daring a word,
And beware of his echoing growl.
We have still the same breed of the man and the steed,
That wore nobly our Waterloo wreath.
We have more of the blood that formed Inkerman's flood
When it poured in the whirlpool of Death:
And the foeman will find neither coward nor slave,
'Neath the Red Cross of England—the Flag of the Brave.

We have Jackets of blue, still as dauntless and true,
As the tars that our Nelson led on:
Give them room on the main, and they'll show you again
How the Nile and Trafalgar were won.
Let a ball show its teeth, let a blade leave its sheath,
To defy the proud strength of our might,
We have iron-mouthed guns, we have steel-hearted sons
That will prove how the Britons can fight.
Our ships and our sailors are kings of the wave,
'Neath the Red Cross of England—the Flag of the Brave.

Though a tear might arise in our women's bright eyes,
And a sob choke the fearful "Good by,"
Yet those women would send lover, brother or friend,
To the war field to conquer or die!
Let the challange be flung from the braggart's bold tongue;
And that challange will fiercely be met;
And our banner unfurled shall proclaim to the world,
That "There's life in the old Lion yet."
Hurrah for our men on the land or the wave,
'Neath the Red Cross of England—the Flag of the Brave.

2. TEACHER'S MISMANAGEMENT OF PUPILS; OR, "STRAINING AT A GNAT AND SWALLOWING A CAMEL."

At the commencement of a recitation a boy comes to his teacher and says: "My father was sick last evening, and I had more than usual to do; I have been unable to learn all of my lesson. I hoped to learn it this morning, but have not had time. Will you please excuse my lesson to-day, sir? and I will make it up as soon as I can." The teacher, who wishes to impress upon the minds of his

scholars the importance of performing the tasks assigned them, and the impropriety of asking for an excuse, replies: "You must get time. If it is necessary to sit up all night you must do it. The lesson I give you must be learned at all hazards. You may receive a check and remain after school and learn your lesson."

A classmate, who had been watching with interest the result of this appeal, was more shrewd than his companion, and concluded to try another tack, for he had been off skating all the evening before and had not learned his lesson. So he asked the one next to him, to tell him such parts of his lesson as he could not recite, and keeping his finger between the leaves, so that he might peep in occasionally, managed to guess out most of his lesson. When the report was taken he answered,—"Perfect,"—and was marked accordingly, while his classmate, whose father was sick, was marked unprepared.

The boy who was truthful, honest, and did the best he could, received a check and a reproof, was marked unprepared in his lesson and detained after school, while the other, who had not looked at his lesson till he came to recite, who disobeyed his teacher by communicating, deceived in reciting, and gave in a false report, was marked perfect both in recitation and de portment.

Again; it was composition day. Mary, who composes easily and writes rapidly, has stolen time from her lessons in school, to scribble off four pages, while Sarah, who is not so good in composing, or so rapid in writing, spent four hours, of Saturday, in hard work upon her composition and has not succeeded in writing quite a page. Kate has borrowed one of her friend's old exercises and copied it off neatly. They are all handed in, examined and marked, Mary 18, Kate 20, and Sarah but 6, while she is requested to re-write and lengthen her exercise.

It is the usual time for declamation, and Master H., who is naturally bold and memorizes easily, has committed a long declamatory piece, and with a forward air steps up before the school and rehearses his peice without faltering or hesitation; while Master B., who is naturally diffident and retiring, has, with twice the exertion of his schoolmate, learned a short piece. He goes trembling upon the stage, and recites hesitatingly, and, as some of the scholars smile and laugh, he finally breaks down entirely.

He receives reproof and Master H. praise.

Again; it is recess and the scholars are upon the play-ground. James in his eagerness to catch the ball, with which they are playing, steps over the bounds and is reported for transgressing the rules of the school. William is in another part of the yard, busily engaged in trying to excite a quarrel between two little boys, and finally succeeds in getting them to blows.

The little boys are punished for quarreling, while the one who provoked the quarrel goes unreproved.

At the close of school the scholars are requested to report communication; an honest scholar, who accidentally smiled to another before he thought of it, reported communication, received a check for it and was detained, while a deceitful scholar who had played and communicated, whenever he could do so without being observed, reported no communication and was marked accordingly.

Thus, day after day, honesty and truthfulness receive checks and reproof, while deceitfulness, lying, profanity, and many other real sins, go unpunished and unrebuked.

Do we not as teachers too often "strain at a gnat and swallow a camel?"

Do we not, in dealing with our scholars, look more to the outward act than to the motive which prompts it?

Do we not often make more ado, and punish with greater severity, things which simply annoy us, or some disobedience to the rules of the school, than we do actual wickedness and disobedience of God's law? Ought this so to be? What kind of citizens will such a course make?

Let us rather attend to the "weightier matters of the law;" even if we sometimes leave the other undone.—*Connecticut Common School Journal.*

3. HOW TO TREAT DULL CHILDREN.

The teacher of large school had a little girl under her care, who was exceedingly backward in her lessons. She was at the bottom of the class, and seemed to care but little about what had passed in it. During the school hours singing was sometimes employed as a relaxation, and noticing that this girl had a very clear, sweet voice, her teacher said to her:

"Jane, you have a good voice, and you may lead in the singing."

She brightened up, and from that time her mind seemed more active. Her lessons were attended to, and she made steady progress. One day, as the teacher was going home, she overtook Jane and one of her school-fellows.

"Well, Jane," said she, "you are getting on very well at school; how is it that you do so much better now than you did at the beginning of the half year?"

"I do not know why it is," replied Jane.

"I know what she told me the other day," said her companion who was with her.

"And what was that," asked the teacher.

"Why, she was encouraged."

Yes, there was the secret; she was encouraged. She felt she was not dull in everything; she had learned self-respect, and thus she was encouraged to self-improvement.

Take the hint, dear fellow-teacher, and try to reach the intellect through the heart. Endeavour to draw out the dormant faculties of your children by discriminating culture and well-timed praise. Give them the credit whenever you can, and allure them with hopeful words. Many a dull-minded child has been made irretrievably stupid by constant fault-finding, or ungenerous sarcasm. And, on the other hand, how often has a genial smile, or an approving remark awakened into new life some slow-learning scholar.—*Connecticut Common School Journal.*

4. A STORY FOR YOUTH.

SAMMY GRAVES AND THE APPLE-TREE.

As Miss Starr, the school-teacher at Princeville, was on her way home from school, farmer Brown came to his door and called to her to come in. When she had seated herself in the cool keeping room and laid aside her sun-bonnet, he thus spoke:

"I've been wanting to tell you about Sammy Graves! You know Sammy's father is a very bad man. He is a drunkard, and his two oldest boys are thieving, swearing characters. Many a bushel of fruit have I lost from my orchard by those same boys?

"Well, last night, about dusk, as I was coming home from the field, I thought I'd come around by the orchard to look at the early sweet apple-tree, which I knew was getting ripe pretty fast. Just as I came up to it, I saw a boy coming up the road, looking behind him and stealing along, so that I knew at once what he was after, and dropped down close behind the fence to watch. It was growing quite dark, so that he could not see me.

"He walked slower and slower as he came near the tree, then stopped and looked up and down the road and across the lot. As he climbed over the fence I knew that it was Sammy Graves. He began to jump for the lower branches, which were almost low enough for him to reach, but suddenly stopped, looked down, and shook his head, then turned and ran towards the fence.

"Instead of getting over, he stood still a moment, and came slowly back to the tree, looking up into the branches. At last he broke out: 'No! no! I won't steal! Miss Starr says it is wicked, and last week she read to us out of the big Bible, how God said, *Thou shalt not steal!* No! I'll not take a single apple!' Then he ran away just as fast as his legs could carry him.

"Now, Miss Starr," said the good farmer, "when I got up from behind the fence, I could not keep the tears out of my old eyes; and I've been thinking ever since that the boy ought to be taken away from his drunken father. You see a boy like that has the right kind of stuff in him, and he'll turn out a brave man if he is well brought up! I thought I'd see you, and ask you what you knew about him, and tell you how much good your teaching has done. God bless you, ma'am! you would have felt well paid for all your hard work, if you had seen the boy, and heard him talk to himself under that tree as I did.

"You see, I told my wife it might help heal up the sore spot we've had in our hearts ever since our John died, if we should take this boy and do the best we could with him!" And as the old man finished his story he hastily brushed his eyes with his coat-sleeve.

There were tears in Miss Starr's eyes, too, as she heard that one of her scholars had done so nobly, and her heart was full of thankfulness that little Sammy would be so well provided for. She told farmer Brown how she liked the boy's fine, frank face on the first day of school; how she tried to bear patiently with the rude manners and bad habits acquired at home, and had striven to win his love by gentle means.

Farmer Brown was as good as his word. Sammy Graves grew up a good brave boy, and became a noble, earnest man. Whenever he was tempted, he remembered the early sweet apple-tree in the orchard, and firmly clung to the right.—*Common School Journal.*

5. FIDELITY.

Never forsake a friend. When enemies gather around—when sickness falls on the heart—when the world is dark and cheerless—is the time to try true friendship. They who turn from the scene of

distress betray their hypocrisy, and prove that interest only moves them. If you have a friend who loves you—who has studied your interest and happiness—be sure to sustain him in adversity. Let him feel that his former kindness is appreciated, and that his love was not thrown away. Real fidelity may be rare, but it exists in the heart. Who has not seen and felt its power? They only deny its worth and power who have never loved a friend or laboured to make a friend happy.

6. PHYSIOLOGY OF REST ON THE SABBATH DAY—ITS NECESSITY.

The Almighty rested one-seventh of the time of creation, commanding man to observe an equal repose. The neglect of this injunction will always, sooner or later, bring mental, moral, and physical death.

Rest is an invariable law of animal life. The busy heart beats, beats ever, from infancy to age, and yet for a large part of the time it is in a state of repose.

William Pitt died of apoplexy at the early age of forty-seven. When the destinies of nations hung in a large measure on his doings, he felt compelled to give an unremitting attention to affairs of state. Sabbath brought no rest to him, and soon the unwilling brain gave signs of exhaustion. But his presence in Parliament was conceived to be indispensable for explanation and defense of the public policy. Under such circumstances, it was his custom to eat heartily of substantial food, most highly seasoned, just before going to his place, in order to afford the body that strength and to excite the mind to that activity deemed necessary to the momentous occasion. But under the high tension both brain and body perished prematurely.

Not long ago, one of the most active business men of England found his affairs so extended, that he deliberately determined to devote his Sabbaths to his accounts. He had a mind of a wide grasp. His views were so comprehensive, so far-seeing, that wealth came in upon him like a flood. He purchased a country seat at the cost of 400,000 dollars, determining that he would now have rest and quiet. But it was too late. As he stepped on his threshold after a survey of his late purchase, he became appoplectic. Although life was not destroyed, he only lives to be the wreck of a man.

It used to be said that a brick kiln 'must be kept burning over the Sabbath;' it is now known to be a fallacy. There can be no 'must' against a divine command. Even now, it is a received opinion, that iron blast furnaces will bring ruin if not kept in continual operation. Eighteen years ago, an Englishman determined to keep the Sabbath holy as to them, with the result, as his books testified, that he made more iron in six days than he did before in seven; that he made more iron in a given time, in proportion to the hands and number and size of his furnaces, than any establishment in England which was kept in operation during the Sabbath.

In our own New York, the mind of a man who made half a million a year, went out in the night of madness and an early grave in only two years, from the very strain put upon it by a variety of enterprises, every one of which succeeded.

"It will take about five years to clear them off," said an observant master of an Ohio canal boat, alluding to the wearing out influences on the boat men, who worked on Sabbaths, as well as on other days. As to the boatmen and firemen of the steamers on the Western rivers, which never lay by on the Sabbath, seven years is the average of life. The observance, therefore, of the seventh portion of our time, for the purposes of rest, is demonstrably a physiological necessity, a of law our nature.—*Hall's Journal of Health.*

7. EGYPTIAN ASTRONOMY VERIFIED.

In his recent lectures on astronomy, in Philadelphia, a very remarkable fact was related by Professor Mitchel. He said that he had not long since met, in the city of St. Louis, a man of great scientific attainments, who for forty years had been engaged in Egypt in deciphering the hieroglyphics of the ancients. This gentleman had stated to him that he had lately unravelled the inscriptions upon the coffin of a mummy, now in the London Museum, and that by the aid of previous observations, he had discovered the key to all the astronomical knowledge of the Egyptians. The zodiac, with the exact positions of the planets, was delineated on this coffin, and the date to which they pointed was the autumnal equinox in the year 1722, before Christ, or nearly thirty-six hundred years ago.—Professor Mitchel employed his assistance to ascertain the exact position of the heavenly bodies belonging to our solar system on the equinox of that year (1722 B.C.) and sent him a correct diagram of them, without having communicated his object in doing so. In compliance with this the calculations were made, and to his astonishment, on comparing the result with the statements of his scientific friend already referred to, it was found that, on the 7th of October, 1722 B.C., the moon and planets had occupied the exact points in the heavens marked upon the coffin in the London Museum."

8. THE LONDON TIMES' LIFE "LOG."

In the office of the London *Times*, there is a bureau that, one would think, must be a terror to not a few. Every man whose life is deemed worth taking has a place in a certain "pigeon-hole," wherein the record is kept constantly "written up" to the latest possible period; a sort of "log" to be displayed the minute life's voyage is ended. Deeds done and words said in the heat of passion are there; acts performed at long intervals are brought into startling proximity, and all, of necessity, divested of the glow of action, the touch of nature as it were, that made us regard them in the living actor with a lenient, if not a loving eye. Such a man dies to-night! the "pigeon-hole" gives up *its* dead, and to-morrow morning, even before the subject has begun to lie in state, the leading acts and incidents of his life are spread abroad to the world.—*Chicago Journal.*

9. BOY SMOKING PUT DOWN IN FRANCE.

The Mayor of Douai, France, in a circular to the communal schoolmasters, expresses his determination to put down the precocious habit of smoking, which he learns, by the reports of the police, prevails to a deplorable extent among the boys of that city. He therefore desires all the schoolmasters, not only to mark down for punishment all children whom they may see smoking in the streets, but to search the pockets and portfolios of the scholars from time to time, and to take away all cigars, cigarettes, pipes, and tobacco which may be found. He authorizes the most severe punishments, and will sanction any measure which the schoolmasters may devise to check the growing evil.

10. NATIONAL PHOTOGRAPHY IN ENGLAND.

Allusion has already been made in these columns to the production and sale of photographs taken for government institutions, by order of the Committee of Council for Education, which may be had at the South Kensington Museum. A price list of the photographs, published yesterday, now lies before us, and it informs the public of the subject and prices at which the photographs will be supplied. The basis on which the calculations have been made is that for *positive*, unmounted impressions, the charge for a subject containing less than 40 square inches, *e. g.*, 5 by 7 inches, or 4 by 8 inches, shall be 5d.; for 40 square inches and under 50, the charge shall be 7½d.; for 60 and under 80 inches 10d.; for 80 and under 100 inches, 1s. 0½d.; and so on, adding 2½ for every 20 square inches.

By this arrangment the finest works of art will be reproduced and made fireside ornaments at merely nominal prices. Thus the cartoons of Raffaelle, at Hamptoncourt, have been photographed in five different sizes, the smaller size being 8 inches by 5, and the larger 48 by 30, and the price for the set ranging from 4s. for the smaller size to £5 for the largest impressions. Next we have the studies of the same cartoons; the original drawings of Raffaelle, in the museum of the Louvre, at Paris; photographs from original drawings by Holbein; official photographs from the British Museum; and a vast variety of subjects from other places, in copies of paintings, drawings, sculptures, carving, and the fine arts generally. When it is stated that there are nearly two thousand objects in the list of reproductions, some idea may be formed of the extent of the selection. Other works will be added to the list as circumstances permit; and as an indication of what is going on, we may say that the photographs of original drawings by Raffaelle and Michael Angelo, are preparing for publication, and that it is intended, if possible, to issue photographs from all the original drawings and cartoons of these masters known to be in this country. By this movement the Committee of Council on Education will send forth to the public reproductions of the greatest works of art of all ages—works which could not otherwise be obtained at all, and they will be issued at prices unexampled for moderation. Purchasers may obtain single pictures or the entire series in the different departments, at cost price, and when we consider that these are the cheapest and best photographs existing, we have the means of carrying art into the houses of the very poorest people.—*Liverpool Courier.*

[A set of these photographs has been ordered for the Educational Museum for Upper Canada.]

VIII. Short Critical Notices of Books.

—— The White Hills; their Legends, Landscape and Poetry, by Thos. Starr King. With 60 illustrations. Boston: Crosby, Nichols and Co.; Toronto: R. and A. Miller. The White Mountains of New Hampshire, are famous among American and Canadian pleasure seekers for their picturesque and romantic interest. The extension of the Grand Trunk Railway from Canada to Portland, passing through the beautiful scenery of these mountain-hills has brought them into more prominent notice and

deserved favour with Canadian tourists. Every summer, the managers of the Grand Trunk Railway have reduced their fares, and offered every facility to induce Canadians in search of relaxation to visit the White Mountains and the sea side, at Portland; but the want of information in regard to the chief points of interest in this romantic district has been severely felt by all who have had a few days to spare in search of health and relaxation in their neighbourhood. We have therefore great pleasure in welcoming this large and elegant volume. The wood engravings are admirably and truthfully drawn; the literary part is excellent; and the paper, printing, and style of embellishment, are equal to the best English books of the same class of annuals. Did space permit, we would gladly make a few extracts; but we must content ourselves by cordially recommending this beautiful book to such of our readers as wish to visit the famous White Hills of New Hampshire.

—— THE AMERICAN ALMANAC and Repository of Useful Knowledge for 1860. Boston: Crosby, Nichols & Co. Toronto: R. & A. Miller. The 31st volume of the American Almanac, as usual, maintains the well founded reputation of the series of which it forms a part. Its astronomical department has been carefully prepared by Mr. George P. Bond, of the Cambridge Observatory, near Boston. The statistical part is full of information in regard to the American Federal and State Governments, and the commerce and productions of the United States. The information in regard to other Countries and Governments is rather meagre.

—— BIOGRAPHY OF SELF-TAUGHT MEN, by B. B. Edwards. Boston: J. E. Tilton, & Co. This work contains short sketches of forty-four notable individuals, European and American. The author prefaces it with an introductory Essay, written in a spirit of warning to his fellow-countrymen. Speaking of his own country, he says: "The tendency of our Republican institutions is such as to prevent an embodied and powerful action of the friends of virtue. Our freedom of thought, and independence of character, we sometimes carry to an extreme. We are better as private citizens, than as members of a Commonwealth. We do that in a collective capacity, which we would not dare to do as friends or neighbours." After pointing out these and other evil tendencies, he suggests the proper remedies, and urges the study of the instructive lessons to be derived from a knowledge of the lives and characters which he has sketched in his volume. The selections are well chosen, and the book is generally written in an excellent spirit.

——THE ROMAN QUESTION, by E. About; translated from the French, by Mrs. A. T. Wood. Edited, with an introduction, by the Rev. Dr. Kirk. Boston: J. E. Tilton & Co. It would be foreign to the purposes of this publication to discuss the merits of the "Roman Question;" but we may say that the interest excited by this book has led to the publication of a French, English, and two American editions simultaneously. The edition before us, headed "The Boston Correct Edition," is well printed, with clear type, on good paper.

——MOTHERS OF THE BIBLE, by Mrs. S. G. Ashton; with an essay, by Rev. A. L. Stone. Boston: J. E. Tilton & Co. This book contains 32 sketches, written in a pleasing and instructive manner. To mothers and those intrusted with the care of children, it conveys many invaluable lessons on that important duty which is too often neglected, or unreligiously performed, of bringing them up "in the nurture and admonition of the Lord."

——OLD SOUTH CHAPEL PRAYER MEETING (Boston;) its origin and history; with interesting narratives and instances of remarkable conversions in answer to prayer. Boston: J. E. Tilton & Co. Though primarily a book of local interest, the facts which it reveals are matters of deep interest to all Christian men. The narrative is written without any sectarian object or feeling, but all *maxima gloria Dei*.

——SIX JUVENILE BOOKS. Boston: C. Stone. (1.) Young Maidens' Mirror. (2.) Happy New Year. (3.) Gem and Casket. (4.) Saw up and Saw down. (5.) Child's Keepsake. (6.) Juvenile Annual. These books are agreeably written, and well suited for children and young persons. The engravings are rather coarse, however, and in point of finish some improvement would be desirable.

——ANNUALS, &c. Boston: C. Stone. (1.) The Happy Home (vols. 4, 5, and 7.) (2.) Family Garland. (3.) Illustrated Souvenir. These, though no doubt passible in a literary point of view, are rather coarse in their style of engraving and finish,

——PERIODICALS. Boston: C. Stone. (1.) The Home Monthly. (2.) The Mothers' Assistant, January, 1860. These periodicals are edited by the Rev. W. M. Thayer; and though not so ambitious in their style and appearance as other periodicals are, they are much better in their tendency than very many of the magazines of the present day.

——HISTORICAL SKETCHES OF THE P. E. CHURCH in the U. S.—by Rev M. S. Royce. New York: F. D. Harriman. This little book, or "Tract," is the substance of a series of lectures to his congregation, by the author, who is the Rector of St. Paul's Church, Franklin, Tennessee, on the history of the Church of England, and of the Protestant Episcopal Church in the United States.

—— LIBRARY IN LONDON, ENG.—A company called "The Library Company" is established in London to supply libraries worth from £1 to £1,000, with book cases and all the appliances. Dr. Mackay selects the volumes. The scheme is a novel one.

——THE BRITISH REVIEWS AND BLACKWOOD. Leonard Scott & Co., New York. We have received a single sample copy of these Magazines. We can cordially recommend the whole of them except the *Westminste Review*. Its inuendoes and covert attacks on christianity are well known. The publishers supply it, four Reviews and Blackwood, for $10, or three Reviews and Blackwood for $9. They also say that the numbers for Canadian mail subscribers will be sent free of American postage.

[Books have been received from Messrs. Carter & Bros.; Appleton & Co.; and J. S. Redfield, New York, and from Messrs. Crosby, Nichols, & Co., Boston. They will be noticed in our next.]

IX. Educational Intelligence.

CANADA.

—— REPORT OF THE EDUCATION COMMITTEE OF THE YORK AND PEEL COUNTIES COUNCIL.—Mr. Tyrrell brought up a report of the Committee on Education, which was adopted without discussion. From the information which the committee had obtained in the perusal of such documents as had been placed before them—derived chiefly from statements of the several Boards of Grammar School Trustees in the United Counties—the Committee were happy to be enabled to report that these institutions were in a more generally efficient condition than they had been during the preceding year, and that they were gradually producing those beneficial results which their promoters and all friends of education so ardently desired. Under these circumstances the committee had no hesitation in respectfully recommending to the Council that the sum of $1,200 be appropriated to the six Grammar Schools in the Counties, to be divided equally between them, and to be expended in such manner as the Board of Trustees of each school might deem best calculated to promote the general interests of the school. The schools are those of Streetsville, Richmond Hill, Weston, Newmarket, Brampton, and Markham. The committee recommended that the advertising of the meetings of the Board of Public Instruction, be done henceforth only in the *Journal of Education*, to save expense. The committee recommended the acceptance of the resignation of the Rev. John Laing, Superintendent of Schools in Scarboro', and that he be paid up to 31st December last. In reference to the communication from the Rev. T. S. Kennedy, secretary of the deaf and dumb institution, the committee recommended the appropriation of a further sum of $200 to be placed in the hands of the Commissioners of County Property, for the education and maintenance, or education only, as to them might seem expedient, of deaf mutes residing in the counties, whose parents were unable to pay such expense. The report concluded as follows:—"The same principle which the committee of the preceding year urged in their report as to the educational advantages to be expected to the great mass of the people of these counties by maintaining in its integrity the non-sectarian character of our schools, your committee approve and advocate this year. Your committee would direct the attention of the Council to a fact in connection with Roman Catholic Separate Schools—the obligation imposed by law upon Trustees of such schools to positively affirm upon oath, to a personal knowledge of the correctness of their annual reports to the Local Superintendent. Your Committee are of opinion that no requirement in this respect should be demanded, beyond what is exacted from other Boards of Trustees—feeling that it is manifestly unfair to make so invidious a distinction. Your committee would express the belief that there is a growing desire in the public mind in favor of maintaining one uniform national school system, adapted to the requirements of all classes of the people, devoid of any distinctive character as regards their civil or religious position in society, which must, if

judiciously fostered, tend to the most satisfactory results; and your committee would, therefore, in conclusion, fain hope that the time is not remote when this desirable object will be fully consummated."

—— Toronto City Schools, 1859.—The Rev. Mr. Porter, Local Superintendent, in his report just published, has presented much valuable information in regard to the statistics of the Toronto Public Schools, and their internal organization. Notwithstanding several adverse influences, the schools have flourished, and in many respects improved during the past year. The number of school-houses is eight, two of which were built during the year, besides an addition to a third, by the erection of a wing comprising two large rooms. The number of days during which the schools have been kept open was 222. The number of teachers, including assistants and monitor teachers, is thirty-eight. The number of pupils entered on the registers of the several schools are, boys, 2,578; girls, 2,198; making a total of 4,776. The entire cost of the schools for the year is $35,213 52. The Board of School Trustees, by its Standing Committee, have made various efforts with a view to the improvment of the schools, both as regards the more numerous register and punctual attendance of pupils and the thoroughness of the instruction communicated to them. The Board has also adopted a system of rewards, with the hope of stimulating to renewed diligence on the part of the pupils. They have also recommended that certificates of honor be awarded at the half-yearly examinations to such pupils as have excelled in regularity and punctuality of attendance. The libraries distributed through the various schools, seem to have been freely used, and have furnished a very important means of improvement and rational enjoyment to the pupils. The total number of volumes is 2,726, and the number taken out during the year, by both sexes, is 11,821. The evening schools, unfortunately, have not come up to the expectations of the Board. Last December attention was again called to the advantages held out to the youth of the city who were unable to attend day school, and the number was somewhat increased. The average number during the last six months was 115, and the cost of their maintenance for the same period, $344. An appendix is added to the Report, giving tables of the number, and daily or monthly, attendance of pupils, the names of the teachers, where trained, and other useful statistics.—*Abridged from the Colonist.*

—— State of Education among Toronto Criminals.—The recent report of the Governor of the Toronto Jail, gives the following information:—"As regards the education of the prisoners, one of the tables shows that 336 males and 348 females could neither read nor write; that 214 males and 358 females could read only; that 512 males and 271 females could read and write imperfectly; that 40 males could read and write well; and that six males had received a superior education." The recent report of the Chief of Police also states, that not classed with other prisoners are 40 boys who were arrested for larceny, or on suspicion of larceny, and 117 for drunkenness or other disorderly conduct—making the total of all the offenders 2,918 adult males, 1,518 females, and 157 boys.

—— Dundas Female College.—The half-yearly examination of the young ladies attending the Wesleyan Female College in Dundas, took place on Tuesday and Wednesday last, and proved highly satisfactory to all interested. At the conclusion of the exercises, several gentlemen who had been present during the examination, spoke in the highest terms of praise of the attainments of the young ladies, and the standing of the College. The Institution is now in excellent working order, and it is gratifying to know, that young ladies are attending from all sections of the Province. The following is the staff of teachers employed in the College:—Rev. R. McGonegal, A. M., Principal; R. Prosper, B. A.; Miss A. M. Adams, Preceptress; Miss A. M. Parker, Teacher of Piano-Forte and Vocal Music; Miss S. M. Wood, Teacher of Painting and Drawing. Thus far the College has proved very successful, and is entitled to rank as the first female college in the country. We understand that increased accommodation is about being made for the reception of more pupils.—*Dundas Warder.*

—— Farmersville.—New School.—The Brockville *Recorder* states that a new School House, second to none in Canada, has lately been erected at Farmersville, at a cost of $5000. The Trustees have engaged first class male and female teachers, and the school was opened on the 1st of February, on the evening of Saturday the 28th ult. The building was illuminated from top to bottom by means of lamps at every window. About four hundred persons were assembled within the walls of the lecture room, to hear the Rev. J. H. Johnson, M. A., of Brockville, deliver the opening addresses as previously announced. The subject treated of was education, and the rev. gentleman dwelt particularly, and at much length, upon the beneficial working of the free School system, as applied to Canada. At the conclusion a cordial vote of thanks was tendered him. It is an unmistakeable sign of enterprise, improvement and intellectual progress, to see an accumulation of first class school houses over the country, and we hope that these institutions will be amply supported. We understand that Mr. Stacey, of Brockville, prepared the plans for the Farmersville School House.

——Publication of Township School Statistics.—Alexander Winram, Esq., a Local Superintendent in the County of Haldimand, in a letter to a Cayuga paper, furnishes some interesting information in regard to the School under his superintendance. We commend his example to other superintendents. Mr. Winram says:—"Having been employed, during the last week, in compiling my Annual Returns for the Common Schools of the Townships of Oneida, North Cayuga, and Rainham, for 1859, I noted down some particulars, which, I think will attract the attention of the local readers of your paper. School matters ought to interest every one. From the School must come much that influences the future of every Canadian pupil; for an educated person, go where he may, always has a hundred chances in his favor, in any walk or condition in life, over the man who is illiterate. The day is fast approaching here, as it is now in many parishes in Scotland, where a child, who cannot read and write, will not be found in any rural section."

As an example of the kind of information furnished we append a summary for one Township. "North Cayuga had 10 Common Schools, $3,557 12 being received from all sources. $3,070 were paid for all School purposes. $2,800 74 paid for Teachers wages. $809 94 received from rate on property; $277 90 from rate bills; $961 92 from Clergy Reserves and all other sources. $273 64 is the average of their male teachers' wages, and $247 39 for female teachers, without board. The Schools were kept open, on an average, 9, 2-22 months. The population of the Township, as reported by the Trustees, is 2,871 having 994 children of school age, that is, between 5 and 16—597 of all ages being at school Their Local Superintendent paid 29 visits; 104 being paid by visitors. The daily attendance of the pupils cost 5:1-10 cents each. $5 14:2-10 cents being paid, counting all charges, for each pupil during the year."

—— Complimentary Dinner to a Teacher.—A numerous company of gentleman of the highest respectability assembled at Dochastader's commodious Hotel at Mount Healy, on the evening of Monday, the 2nd inst, to entertain at a complimentary dinner, Mr. George Gordon, the Teacher of the Common School. Mr. Gordon has officiated as teacher there the last three years, and, by his efficiency in his public duties—his exemplary private character—his kindness to the children—and his courteous manners to all around him, has secured the respect and the esteem of the whole district in which he resides The intention of entertaining Mr. Gordon at dinner having been announced, men of every rank and every party rallied round the festive board to express their respect for him. In doing so, these gentleman certainly bestowed an unusual and distinguished compliment on their guest; but we think they have also acted with great credit to themselves—shewing a healthy tone of generous and excellent feeling which delights to honor a man whose attraction in their eyes rests wholly on his personal character and attainments.—*Haldimand Tribune. 12th Jan,*

GREAT BRITAIN.

—— French Princes at the Edinburgh High School.—The Edinburgh *Courant* says:—"It has been arranged that each of the Orleans Princes shall place one of his sons at the Edinburgh High School, under the care of Dr. Schmitz, who acted as tutor to the Prince of Wales during His Royal Highness's recent stay in Edinburgh. The names of the youthful Princes, who are all about 14 or 15 years of age, are the Duc d'Alencon, second son of the Duc de Nemours; the Duc de Penthievre, only son of Prince de Joinville; and the Prince de Conde, eldest son of the Duc d'Aumale. The Comte d'Eu, eldest son of the Duc de Nemours, is about to join the Spanish army in the present expedition to Morocco.

UNITED STATES.

—— President of Harvard College.—Boston, Jan. 26.—Cornelius Conway Felton, the present learned Greek Professor, has been elected, by a unanimous vote, President of Harvard College, in place of the Rev. James Walker, resigned.

X. Literary and Scientific Intelligence.

—— CANADIAN BOTANY.—We feel much pleasure in informing our readers, on the authority of the London Guardian, that Sir Wm. Hooker, the distinguished botanist, has been in communication with the Duke of Newcastle for some time with respect to the publication of a magnificent work, at the Government expense—viz.—A complete Flora of the British Colonies—Dr. Griesbach of the University of Dettingen, was appointed for the West Indies some time since, and the first number of his work has just been issued, and Sir William Hooker has determined to take Canada as his share of the field of inquiry. He and his staff will probably arrive here in the beginning of the spring. The Botany of the Himalayas by Sir William, is one of the most valuable additions to botanical literature that has been made for years.

XI. Departmental Notices.

POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, *must be pre-paid*, at the rate of one cent, *and be open to inspection*, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cts. and 21 cts. on each package, including the Post Office fine for non-payment.

PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the new Postage Law, the postage on all books, printed circulars, &c., sent through the post *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will, therefore, please send such an additional sum for the payment of this postage, at the rate specified, and the new Customs duty, as may be necessary.

INDISTINCT POST MARKS.

We receive, in the course of the year, a number of letters on which post marks are very indistinct, or altogether omitted. These marks are often so important that Postmasters would do well to see that the requirement of the post office department in relation to stamping the post mark on letters is carefully attended to.

CANDIDATES FOR GRAMMAR SCHOOL MASTERSHIPS.

The next examination of candidates for Grammar School masterships, will take place in the Normal School Buildings, Toronto, on the first Monday in April.

SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages, and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools will be sent direct to the head Masters, upon application to the Department.

PRIZES IN SCHOOLS.

The Chief Superintendent will grant one hundred per cent. upon all sums not less than five dollars transmitted to him by Municipalities or Boards of School Trustees for the purchase of books or reward cards for prizes in Grammar and Common Schools. Catalogues and Forms forwarded upon application.

PUBLIC SCHOOL LIBRARIES.

"Township and County Libraries are becoming the crown and glory of the Institutions of the Province."—*Lord Elgin at the Upper Canada Provincial Exhibition, September*, 1854.

The Chief Superintendent of Education is prepared to apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law. Prison Libraries, and Teachers' County Association Libraries, may, under these regulations, be established by County Councils, as branch libraries.

SCHOOL MAPS AND APPARATUS.

The Chief Superintendent will add one hundred per cent. to any sum or sums, not less than five dollars, transmitted to the Department by Municipal and School Corporations on behalf of Grammar and Common Schools; and forward Maps, Apparatus, Charts, and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person, acting on behalf of the Municipality or Trustees, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of articles to be sent can always be made by the Department, when so desired.

NO PENSIONS TO COMMON SCHOOL TEACHERS, UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools in Upper Canada who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent without delay, if they have not already done so, their annual subscription of $4, commencing with 1854. The law authorizing the establishment of this fund provides, "*that no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*" No pension will be granted to any teacher who has not subscribed to the fund.

LOVELL'S SERIES OF SCHOOL BOOKS.

NEW BOOKS JUST PUBLISHED.

THE NATIONAL ARITHMETIC, in theory and practice (in decimals.) By J. H. Sangster. Price 60 cts.

NOTES AND EXERCISES IN NATURAL PHILOSOPHY, including Statics, Hydrostatics, Pneumatics, Dynamics, and Hydrodynamics. By J. H. Sangster. Price 75 cts.

THE CLASSICAL ENGLISH SPELLING BOOK, comprising all the important Root words from the Anglo Saxon, the Latin, and the Greek, and several hundred exercises in derivations and in verbal distinctions. By Geo. P. Vasey. Price 20 cts.

ENGLISH GRAMMAR MADE EASY, and adapted to the capacity of children; in which English accidence and etymological parsing are rendered simple and attractive. By Geo. P. Vasey. Price 20 cts.

THE BRITISH-AMERICAN READER, for the use of Schools, on the History, Geology, and Botany, Natural History and Productions, Climate and Scenery of British North America. By J. Douglas Borthwick. Price 50 cts.

For sale by R. & A. MILLER.
87 Yonge Street.
Toronto, February, 1860. [*np 3t.* 10*d*

JOHN ELLIS, ENGRAVER and LITHOGRAPHER, 8, King Street West, Toronto. Trustees supplied with School Seals at $2 each; also Lever Presses and Dies for Corporations or Notaries, at $8. Arms or Crests on Envelopes.—Visiting and Wedding Cards.
Toronto, February, 1860. pd3t

ADVERTISEMENTS inserted in the *Journal of Education* for twenty-five cents per line, which may be remitted in *postage stamps*, or otherwise.
TERMS: For a single copy of the *Journal of Education*, $1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.
☞ All communications to be addressed to Mr. J. GEORGE HODGINS,
Education Office, Toronto.

TORONTO: Printed by LOVELL & GIBSON, *corner of Yonge and Melinda Streets.*

JOURNAL OF EDUCATION,

Upper Canada.

VOL. XIII. TORONTO: MARCH, 1860. No. 3.

CONTENTS OF THIS NUMBER.

	PAGE
I. The Recent County School Conventions in Upper Canada	33
II. Resolutions at the County School Conventions	36
Dinner at Cobourg to Dr. Ryerson	41
III. Education in Various American States, in 1858 9—(1) The Public Schools of Massachusetts. (2) The Public Schools in the State of New York. (3) The Public Schools of the City of New York. (4) The Public Schools of New Jersey. (5) The Public Schools of Pennsylvania. (6) Public Schools in Texas. (7) The Free Schools of Wisconsin. (8) Education in the Red River Colony	41
IV. Biographical Sketches—No. 6. Henry Fisher, Esq. (7) The Hon. James Crooks, M.L.C. (8) George Brouse, Esq. (9) Sir William Napier, K.C.B.	44
V. Papers on Practical Education—(1) Responsibility of Parents and Teachers. (2) Do we not expect too much from our Pupils? (3) Overtasking Children in School. (4) The Heart goes to School as well as the Body	45
VI. Papers on Natural History—Interesting character of Botanical Study—Lichens	45
VII. Miscellaneous—(1) The Green Moss. (2) The Young Queen—a beautiful incident. (3) The Queen and her Children—Prince Alfred's respect for the Sabbath. (4) Lord Brougham and Mr. Gladstone	46
VIII. Short Critical Notices of Books—(1) Manual of Public Libraries, Institutions, and Societies, in the United States and the British Provinces. (2) A Select Glossary of English Words. (3) Guide to a Knowledge of Life, Vegetable and Animal. (4) The Origin of Species. (5) Memoirs of James Wilson, Esq. (6) Life of the Rev. Richard Knill	47
IX. Educational Intelligence—Canada: (1) Niagara Common School Prize Pupils. (2) Tobacco forbidden in the London Schools. Great Britain: (1) Munificent Donation to the Oxford University. (2) Marine College in England	47
X. Departmental Notices and Advertisements	48

THE RECENT COUNTY SCHOOL CONVENTIONS IN UPPER CANADA.

In accordance with the circular from the Chief Superintendent of Education, published in this *Journal* for January, the several County School Conventions have been held, and the result has been most satisfactory and encouraging. The attendance generally was large, including persons from various parts of each County. The greatest interest and even enthusiasm were felt by those present, and a wish was repeatedly expressed that the official visits of the Chief Superintendent would be more frequent, so that by mutual conference and consultation, difficulties would be removed, objections answered, and all parties more closely united in the promotion of that great and patriotic object—the universal education of the people.

At each convention, the Chief Superintendent delivered an address, explanatory of the objects of his tour, as well as of the steps which had been taken by the Educational Department, since his last visit, to supply the wants, and to elevate the character and condition, of the Public Schools. The address also contained such practical suggestions and remarks as were deemed appropriate to the occasion. The substance of this address we give below.

The resolutions passed at the several meetings will be found on pages 36 to 41.

REASONS FOR HOLDING THESE SCHOOL CONVENTIONS.

In commencing his remarks, Dr. Ryerson said that:

Before submitting to the Government a draft of a bill for the further improvement of the Public School Acts, he felt it to be his duty to hold these County Conventions for the purpose of ascertaining what were the deficiencies in the present law. He had taken a similar course before the passing of the Common School Law in 1850; also before the passing of the Supplementary Act in 1853, and before the establishment of Public School Libraries. Before laying the foundation of our present system of Public Instruction, he had visited every Country in which there was a regularly established system of education, in search of information. He regretted that the multiplicity of his labors precluded his visiting each portion of the Province more than once in five years. But before making any additional improvements in the present Public School Acts, he had thought it but fair to consult the country on a matter in which all were so deeply interested, and to embody in a bill the views of the principal educationists, as far as practicable.

TOPICS FOR CONSIDERATION AT THE CONVENTIONS.

The chief object of these School Conventions, Dr. Ryerson said, was to consider the adaptation of the system of Public Instruction to the present more advanced state of education in Upper Canada, and to see how far that System might be improved. He also proceeded to explain the principles upon which our Common School system was based—each county, township, city, and village having the management of its own schools, irrespective of Government interference. The principles and practice of free government were thus brought home to each man's door. He further remarked that there were three subjects which he thought should engage the attention of the present meeting, viz.:

The *first* related to the case of Vagrant Children;
The *second* embraced the subject of Free Schools;
The *third* referred to public Grammar Schools.

1st.—EXPEDIENCY OF A TRUANT LAW FOR VAGRANT CHILDREN.

With regard to the first, two judges of the land had noticed in their charges to the juries the evils arising from vagrant children being allowed on the street. Men of the largest property in the country have admitted their readiness to be taxed for a system of Public Instruction; but they justly complained that those who most required education, were not

compelled to avail themselves of the privileges afforded. Two modes of dealing with vagrant children have been spoken of. The first was as to whether there should be a positive enactment compelling parents to keep their children at school during a defined term of years; the second (which had received the most general support) was to empower municipalities to compel attendance, or, in case of wilful neglect to attend school, to inflict a slight fine or punishment either on parents or their children. By this mode, each municipality could control its own vagrant childten much better than could the general government. It might be objected to, that this would be invading parental rights; but the answer to this was: First, that where compulsory education exists, the legitimate rights of parents are really not infringed upon; second, that children have their rights, which they have derived from their Maker, and which parents cannot take away. And on this principle, it was the *duty of the State to protect the weak and helpless.* A parent has no right to maim or to starve his child; much less, to maim or starve him mentally or morally. The State would interfere, and assumed the right to do so, in the one case,—why not in the other? In the third place, States have a right to protect themselves against the injury arising from children being thrown upon society as uneducated vagrants. It was a duty of the existing adult population to promote, as much as possible, the education of the rising youth, and they might depend upon it that the country would be just what they chose to make it, religiously and educationally. He was inclined to favor compulsory attendance at *some* schools—not necessarily at the *public* schools. Republican Switzerland had vigorous laws on this subject, more so than even despotic Prussia, where children, between the age of seven and fourteen years, were compelled to attend school. There were doubts as to whether this did not interfere with the rights of parents. The Prussian view was, that it was due to society, that every child should receive an education that would fit him for his station in life. In Switzerland a law is vigorously enforced compelling all children to attend school, and officers are appointed whose duty it is to warn them first, and then, if they neglect it, to bring them before a magistrate for punishment. Children in that country cannot be apprenticed to a trade or business until they have undergone an examination before a board similar to the County Board of Examiners. If the boy were to be a tanner, he was examined in chemistry; if a mechanic, he was examined in the science of mechanics. Dr. R. next referred to the sound views entertained by the Pilgrim Fathers on education, and mentioned the fact that a plea of a notoriously neglected education was allowed in arrest of judgment, in the case of minors. In Iceland, too—where, notwithstanding the climate was rigid, the hearts of the people were warm and open—a law existed that a minor could not be convicted of a crime before inquiry had been made as to the state of his education; and if it was found to have been neglected, and his parents were at fault for the neglect, the minor was acquitted, and the parents punished in place of the child. In some parts of New England, truant laws were now in force.

2ND.—THE EXPEDIENCY OF A LEGISLATIVE FREE SCHOOL LAW.

The next subject he intended to introduce was that of Free Schools. The great majority of people were under the impression that the system of free schools should now be imposed by Act of Parliament, as the annual school meetings designed at first to afford an opportunity of discussing this question had ceased to throw any new light on the subject; and even the opponents of free schools, who were generally defeated at every annual meeting, were desirous of having Free Schools imposed by law, and thus save the annual return of an acrimonious discussion leading to no good result. He doubted the expediency of a compulsory law upon the subject at present, for, by the law as it exists, Boards of School Trustees could establish free schools, and many of the schools in the country were supported upon that principle. But it is for the public to judge whether or not they should all be placed by Act of Parliament upon the same footing.

3RD.—THE IMPROVEMENT OF THE GRAMMAR SCHOOL LAW.

There was no doubt that the Grammar School Law, as it now stood, was very defective, and that no longer delay should take place in improving it. It seemed perfectly clear to him, that Grammar Schools could not be made better than they are, or in fact, could not be kept in the condition that they now are, unless further provision was made for their support than at present existed. It was the best economy to make Grammar Schools efficient. To make them efficient further means must be provided for their support. Two means had been suggested; one was that Grammar Schools should be established in every city and town municipality, and that such municipality should raise a proportionate sum, in order to receive the legislative grant. The other suggestion was, that the County Grammar Schools should retain the original character which they had obtained of being County Schools, before the present system of public schools came into operation. He was of opinion that the whole country should be linked together, as it were, for the support of the Grammar Schools, and that the County Councils should be called upon to raise an equal sum with the Boards of School Trustees, a proportionate number of the trustees being now appointed by these Councils. Heretofore, County Councils have declined to impose a special assessment for Grammar School purposes; but as an inducement for them to do so, it was proposed that the Grammar Schools should be made free to the youth of the whole county, so that any farmer who would wish to give his son a superior education, or any young man who should desire to give himself a superior education, and who has the means of boarding himself in the city, should have the door open for his advancement. Young men might be assisted in their own neighborhoods by loans or subscriptions so as to raise a sufficient sum for their board in the city during the school term; and it was known that some of the most distinguished persons of every country have been those who obtained their education under difficulties of this kind. The whole subject would, doubtless, receive the fullest consideration from the meeting, so he would now proceed to other topics.

EDUCATION OF CHILDREN ONE OF THE FIRST DUTIES OF PARENTS.

Dr. Ryerson next proceeded to urge parents to consider it as one of their first duties to give their children such an education as would enable them to take care and make a proper use of property that might be left to them, or what they might make themselves by their own industry. He was rather against parents leaving their sons large fortunes, as it led them to be idle and careless, and sometimes dissipated, but considered it to the advantage of parents to settle a dowry on their daughters, as they generally took better care of it. He said he knew many young men who had received large fortunes from their parents, and had sunk into obscurity, while those that had been brought up to industrious pursuits in agriculture, &c., had made fortunes for themselves, and were among the first men of the country.

INFLUENCE OF AN ATTRACTIVE SCHOOL-HOUSE AND A GOOD TEACHER.

It was highly desirable to remove, as far as possible, all obstacles that might interfere with the education of youth. The very place of instruction should be rendered as attractive as possible. If the school-house should happen to be the meanest house in the neighbourhood, as it not unfrequently was, the impression of the children attending it would naturally be that it was one of the meanest things in the world to attend school. It was requisite that the interior of the school-house should be rendered as clean and comfortable as possible. There was much true philosophy in the erection of a good school-house. Teachers, also, should be the most attractive persons in the estimation of their pupils. They should see to it that they conducted themselves in their bearing and their whole manner towards the school children as kindly as possible; for the art of kindness would surely make itself felt, and when teachers had secured the affection of their pupils, so as to command respect and attention, they would be in a position to exert the best influences for the education of the youth in their charge.

RESPECTFUL TREATMENT OF THE TEACHER BY PARENTS.

It is also necessary for parents to speak of the teacher in terms of esteem, and to treat him or her as respectfully as possible. If children heard their parents speak disrespectfully of the teacher, it was not likely that they could receive any good from him. It was frequently the case that parents themselves raised an impediment to the instruction of their children by speaking disrespectfully of the teacher. Even should circumstances arise that would render the teacher's removal from the school desirable, yet that impression should not be given to the children, while the teacher held his situation in the school. Parents should exert every effort to call forth the religious, moral, and intellectual powers of their children. It was of importance that both teacher and parents should combine and use every endeavor for the advancement of the education of youth.

TWOFOLD NATURE OF OUR SYSTEM OF PUBLIC INSTRUCTION.

In the system of public instruction in this country there are two parts: that which pertains to the people and that which devolves upon the executive government. In every country where the people are educators of their own children, the erection and extension of schools depend entirely upon their co-operation; and the character of the instruction given in every educational establishment is an expression of the people themselves upon the question of education. The municipal institutions of Upper Canada were established by the late Hon. Robt. Baldwin. Those institutions embodied the principle of local self-government, and its tendency was to enlarge the public mind and will of the community. In 1850, Mr. Baldwin and himself devoted two or three days to the examination of every sentence, clause, and, he might almost say, every word of the School Act,

which was the basis of our system. All that he requested of Mr. Baldwin was the application of the principle of self-government to the School Law; and with that consistency which ever characterized him, he gave his consent. In a despotic country, everything is done for the people; and the children and people are but partially educated, because they are not taught to rely upon themselves.

VOLUNTARY CHARACTER OF THE PUBLIC SCHOOL SYSTEM.

The Common School system of Upper Canada was entirely a voluntary one with respect to municipalities. They can tax as they please to support schools, and they can refuse to sustain them if they please. For example, the village of Richmond, in the County of Carleton, has never elected trustees nor organized its school system, and what it has done all other municipalities might also do. The system is thus the work of the people themselves. The Government does not levy a single penny of a school-rate. No country in Europe had such an efficient school establishment as Prussia; but there everything begins and ends with the Government—it was purely a Government institution; it was not founded by the people; it was not managed by them, and consequently it did not confer those advantages which would have followed had the system been managed by the people, as in Canada. Here the system begins and ends with the people. No school-house can be built, no teacher employed, no rate levied, except by the concurrence of the people. It was true that it was not voluntary as to the individual, but it was certainly voluntary in regard to the municipality. Any county, city, town, or village, if it did not approve of the school system, could abolish it to-morrow. The only thing to be done in such a case would be for the municipality to decline to receive the legislative grant and to cease to levy a local rate. As to the question, how far Government should interfere in the management of such a system, he would say, that Government should do nothing that the people could more effectuallly do for themselves.

NECESSITY FOR A UNIFORM SERIES OF TEXT BOOKS.

The selection of text books was, however, one of those things which could not be left to the municipalities themselves without much injury, as by this means we might soon find ourselves in the same position as in one of the United States, where the late Hon. Horace Mann stated they had three hundred text books; whereas no country needed more than twenty or thirty text books.

SELECTION OF THE NATIONAL BOOKS FOR CANADIAN SCHOOLS.

The first thing which the school authorities of this country did in 1846, was to select these twenty or thirty text books, and then to render them as accessible as possible to the public. The Irish National Series of School Books were adopted as the common school books for Upper Canada, being the most unobjectionable and at the same time the best that could have been introduced. These books were compiled with great care and by some of the most eminent educationists of Ireland. They were the works of practical school teachers and not of theoretical men. When these books were in type a proof copy was sent to each member of the National Board, consisting of Protestant and Catholic Bishops, and other gentlemen, selected from the different religious persuasions. It was understood that any objection that might be raised by any member relative to the contents of a book, should be settled before the book was published or allowed to be printed. Archbishop Whately told him (Dr. R.) that during the time these books were going through the press no question was raised that was not amicably and unanimously settled without there having been any necessity to expunge or alter any of the sentences of the different authors. These books, then, were unanimously prepared, and thus prepared they came before the public with a prestige above all private authority. They were adopted as text books by Provincial authority, and to render them accessible, two methods were proposed—first, to import them, and next to reproduce them. The importation of these books by Canadian publishers and booksellers had been rendered a matter of free trade by the action of the Educational Department. The Department also granted to every publisher in this country, with the sanction of the Irish Board, the right to re-print these books; and several editions of the National Books, printed upon Canadian paper, and published by our own publishers, were now before the public, which had the effect of reducing their price 25 or 30 per cent.; and better than all, most of the globes, school maps and apparatus used in schools are now manufactured in Canada upon the most advantageous terms. Thus a set of Mechanical powers of a certain quality procured in England or the United States could not be sold for less than $30, while a similar set, in every respect equal, was produced and sold in Canada for $19. The same was true of the chief part of the other articles in the Depository. He thought that Canada should not only have her own school laws and her own teachers, but that we should have every article required for our schools manufactured in our own country.

NECESSITY FOR A CANADIAN SERIES OF SCHOOL BOOKS.

It was found, that when the new system of decimal currency was adopted in Canada, the two National Arithmetics in use would require to be adapted to that system. The larger Arithmetic of the National Series had been so altered, and it would be followed by the Elementary Arithmetic; and gradually the whole series would become *Canadianized*, as it were. Speaking of a Canadian Geography, he said: It was very generally known that our American neighbours, perhaps with pardonable pride, had represented themselves and their country, in their own geographies, as the greatest people and country in the world; and as many of these geographies were in use in Canadian schools, it was at once felt that it would be an advantage to replace them by works more strictly national in their character. This was being done; and in our endeavors to prepare a Canadian Geography, we are trying to make ourselves and sister Provinces a good deal more respectable in size than we have hitherto been made to appear.

ARRANGEMENTS IN REGARD TO PUBLIC SCHOOL LIBRARIES, MAPS, AND APPARATUS.

The Department, in its endeavours to render maps, globes, and school apparatus accessible in this country at the lowest possible rates, found that in England the government had arranged with several publishers for the production of maps at prices about forty per cent. below the retail charges, and upon which terms they were furnished to the schools in England aided by Parliamentary grants. On application, the publishers agreed to extend their arrangement to the Department of Education in Upper Canada; and in like manner the publishers of books in England and the United States agreed to furnish the books required for the Common School Libraries at greatly reduced rates. As to the necessity for these libraries, he might mention that in one of our towns, a boys' association was formed at school, for the purchase of bad books to the amount of about $100; when discovered, it was broken up, the books burnt, and a good library substituted. The young will read bad books if they cannot get good ones. There are from 3,000 to 4,000 different works in the Educational Depository, for the formation of libraries in school sections. Most of these books, maps, and apparatus could now be sent to every town in Upper Canada at a cost less than that at which they could be obtained in the cities of Edinburgh, London, New York, Boston, or Philadelphia.

DEVELOPMENT OF CANADIAN INDUSTRY IN THE HOME MANUFACTURE OF MAPS AND APPARATUS.

The first step of the Department in obtaining text books had been to procure them cheaply by importation, and then to open the way for Canadian enterprise by their reproduction. So also with maps, orreries, tellurians, thermometers, and other apparatus, the object of the Department has been to produce everything that we required ourselves, and more than one hundred of these different articles were now reproduced in this country. In the re-engraving of maps, changes had been introduced so as to adapt them to the present state of geographical knowledge. In the maps now in course of progress, great pains had been taken to render, as conspicuous as possible, places of importance in British and Colonial history; and due prominence had also been given to those places in the Crimea rendered famous by the Russian war, and in China, by Lord Elgin opening up to commerce places which until lately had been unknown. In the matter of School furniture, selections had been made of models in New York and Boston, and these models were shown to Cabinet-makers in this country to receive their proposals for constructing the same. The consequence had been that a new branch of trade had sprung up in our own country—the manufacture of School furniture. He had been much surprised and gratified to learn that a manufacturing firm in Toronto had lately received an order for seven hundred double desks for a town about eighty miles beyond Buffalo, and not long ago some of our numeral frames were sent to Oswego. It was in this way that these articles had been rendered accessible to the people of Upper Canada. Thus we have gone on encouraging the industry of our own people; first mounting the maps, next reprinting the books, making the furniture, and now engraving the maps. In this way it had been sought to develop Canadian industry, and to import nothing that we can make ourselves. This he considered was one of the most important features of the system. Not only should our School system and our School architecture be Canadian, but Canadian skill and enterprise should produce or manufacture everything that the country requires. By the employment of Canadian capital and skill several thousands of pounds were annually saved to the country. If the price of every bushel of wheat and every foot of lumber sent to foreign markets was expended in Canada we would be so much the richer. He thought it of the greatest importance for the interests of the country and its general advancement, that we should be producers of that which we consume, and that we should send as little of the money out of the country to the foreign producer—for we wanted it all—as possible. He thought it worthy

of remark that, so far as we know in history, there was no record of a purely agricultural people ever rising to importance among nations; and that with our forests of timber, and our resources in metals, minerals, raw materials, and natural advantages, it was desirable to encourage a spirit of self-reliance so as to depend upon ourselves for the articles we required. He was aware that it had been insinuated that he had advocated the doctrine called "protection." If any thing could be inferred from his remarks it was the doctrine of Free Trade, for, in fact, he had proved that School Apparatus and School Books had been produced in Canada cheaper than they could be imported, and indeed the manufacture of the articles alluded to had commenced long before the present financial system of the Province was inaugurated. Protection was a question of legislation, and he did not interfere with matters of that kind; nor did he think it the business of a true patriot to mix the question of education with any section of party politics. Five or six different administrations had been in power since the establishment of the present school system, and he had never, so far as the interests of education were concerned, found any difference, no matter to which party the government of the day might belong.

SCHOOL STATISTICS OF UPPER CANADA COMPARED WITH THOSE OF THE STATE OF NEW YORK AND LOWER CANADA.

In conclusion, Dr. Ryerson referred to the increase of the school system in Upper Canada, and quoted some important statistics, showing the advance of our school operations, especially in Upper Canada,—making comparison with Lower Canada progress, and the State of New York, that model State of American Educational operations. He said: the number of schools in a county was not to be considered the only indication of the progress of education in it, for, in many instances, the school sections might be made as small as possible, and in some cases much smaller than was desirable, and in this way the number of schools had been increased. The true criterion was the number of pupils attending the schools and the amount appropriated to the purposes of instruction. He had lately received the last report of the Chief Superintendent for Lower Canada, and although it was contended that their population was as large as ours, still we were considerably in advance of them as regards the attendance of pupils at school. In Lower Canada, the school attendance during 1858 was 155,986; while in the Upper Province the numbers were 293,683—giving a majority of the children under education of 137,697. In Upper Canada there were raised during 1858, $1,105,447 by local assessment; while in Lower Canada, during the same period, there were but $459,396 contributed for the same purpose. From the report of the state of New York, it appeared that the attendance of pupils, and the amount of school money raised in that State, in proportion to the population, were considerably behind that of Upper Canada, while Upper Canada had gained a very large increase in attendance in the last ten years over the state of New York, notwithstanding their three-fold population; and that the average time of Schools opened in New York for 1858, was eight months; while in Upper Canada it was ten months.

A local paper remarks: "This comparison was most gratifying, showing as it conclusively did, the great superiority of the Upper Canada School system. One fact mentioned by the Rev. Doctor we were particularly struck with, viz.: that in the State of New York, while it has more than three times the population of Upper Canada, it has over 200,000 children of school age who do not attend any school at all; while in Upper Canada there are only 50,000, or one-fourth the number, in the same category. [See page 42.]

2. SCHEDULE OF COUNTY SCHOOL CONVENTIONS, HELD BY THE CHIEF SUPERINTENDENT OF EDUCATION, 1860.

County or Union of Counties.	*Place of Convention.*	*Chairman.*	*Secretary.*	*Date 1860.*
Lincoln	St. Catharines	D. P. Haynes, Esq.	C. P. Camp, Esq.	Jan. 16
Welland	Welland	Robt. Hobson, Esq ‡	Alex. Reid, Esq.	" 17
Haldimand	Cayuga	Judge Stevenson	A. Winram, Esq.	" 18
Brant	Brantford	C. Hedges, Esq.*	H. A. Hardy, Esq.	" 19
Norfolk	Simcoe	S. McColl, Esq.*	Rev. Mr. Mulholland	" 20
Wellington	Guelph	Judge Macdonald	Rev. Mr. May,	" 23
Waterloo	Berlin	I. Clemens, Esq.*	Wm. Davidson, Esq.	" 24
Perth	Stratford	The Mayor of Stratford		" 25
Huron & Bruce	Goderich	——— *	D. H. Ritchie, Esq.	" 26
Lambton	Sarnia	Hon. M. Cameron, M.P.P.	John Cowen, Esq.	" 28
Essex	Sandwich	S. S. Macdonell, Esq.§	†	" 30
Kent	Chatham	Walter McCrea, Esq.	A. S. Holmes, Esq.	" 31
Middlesex	London	John Wilson, Esq., Q.C.	J. B. Boyle, Esq.	Feb. 1
Elgin	St. Thomas	Jas. Armstrong, Esq.*	Wm. McKay, Esq.	" 2
Oxford	Woodstock	John Harrington, Esq.*	A. McClenaghan, Esq.	" 3
Wentworth	Hamilton	Alex. Brown, Esq.*	A. McCallum, Esq.	" 6
Halton	Milton	L. Wilson, Esq. (ex-Sheriff)	John Dewar, Esq.	" 7
Peel	Brampton	John G. Watson, Esq.	†	" 8
Grey	Owen Sound	George Jackson, Esq. §	†	" 10
York	Newmarket	Reeve of Whitchurch	Robt. Alexander, Esq.	" 13

* (Warden.) † Name not reported. ‡ (Sheriff.) § (ex-Warden.)

County or Union of Counties.	*Place of Convention.*	*Chairman.*	*Secretary.*	*Date 1860.*
Simcoe	Barrie	T. D. McConkey, Esq.*	R. J. Oliver, Esq.	Feb. 14
Ontario	Whitby	John Ratcliff, Esq.	D. Beach, Esq., M.A.	" 20
Northumberl'd and Durham	Cobourg	J. B. Fortune, Esq.†	Dr. N. W. Powell	" 21
Victoria and Peterboro'	Peterboro'	Wm. Cottingham, Esq.§	Thos. White, Jr., Esq.	" 23
Hastings	Belleville	Rev. John Grier, M.A.	Thos. Wills, Esq.	" 23
Prince Edward	Picton	W. A. Richardson, Esq.*	Thos. Bog, Esq.	" 24
Lennox and Addington	Napanee	A. F. Hooper, Esq.*	E. A. Dunham, Esq.	" 25
Frontenac	Kingston	Thos. Kirkpatrick, Esq.	¶	" 27
Leeds	Brockville	Jas. Breckenridge Esq.§	Rev. Mr. Johnson	" 28
Lanark and Renfrew	Perth	D. Galbraith, Esq.*	W. R. R. Berford, Esq.	" 29
Carleton	Ottawa	Joseph Hinton, Esq.*	J. J. Bell, Esq.	Mar. 1
Prescott and Russell	L'Orignal	John Hamilton, Esq.*	S. F. A. Evans, Esq.	" 2
Grenville	Kemptville	Reeve of Kemptville	Jas. Porter, Esq.	" 5
Dundas	Iroquois	Jacob Brouse, Esq.	Editor, Iroquois Chief	" 6
Stormont and Glengarry	Cornwall	D. A. McIntyre, Esq.†	Charles Pool, Esq.	" 7

* (Warden.) † (Sheriff.) § (ex-Warden.) ¶ Name not reported.

3. RESOLUTIONS AT THE COUNTY SCHOOL CONVENTIONS.*

I. IN REGARD TO THE GRAMMAR SCHOOLS.

At St. Catharines, Jan. 16,—Moved by the Rev. A. Dixon, A.B., seconded by Mr. Frost, and

Resolved,—That this County meeting, in view of the anomalous position in which the Trustees of the Grammar Schools of the County stand, in their inability to raise funds for their efficient working, suggests that they should be placed in the same position as the Common School Boards, with respect to the raising of funds; and that the said Grammar Schools be the Schools of the cities, towns, townships or incorporated villages within the limits of which they are situated, and the Trustees appointed by the Municipal Councils thereof; and that the Grammar School fund be apportioned to each Municipality upon the same condition as the Legislative Common School Grant.

At Simcoe, Jan. 20,—Moved by Rev. W. Slaght, seconded by Dr. Clarke, and,

Resolved,—That this meeting in view of the anomalous position in which the Trustees of the Grammar Schools in the County stand, in their inability to raise or procure funds for their efficient working, suggests that the present law be amended, so as to make it compulsory upon the County Councils to raise and pay over annually a sum of money sufficient to enable the Trustees to make their Schools efficient, the annual grant to be based upon estimates, to be prepared and submitted by them to the County Council.

At Guelph, Jan. 23,—Moved by W. S. G. Knowles, Esq., seconded by Mr. Stephenson, and

Resolved,—That on action being taken by the Legislature to put the Grammar Schools on a better footing, this meeting suggests the propriety of allowing the appointment of Grammar School Trustees to remain as at present, but in apportioning the aid to the different Grammar Schools, it should be made conditional that the County Councils should raise an equal sum for the same purpose, and that pupils from the country be admitted free.

At Berlin, Jan. 24,—Moved by the Rev. E. R. Stimson, seconded by H. S. Hudson, Esq., and

Resolved,—That in the opinion of this meeting the election of Grammar School Trustees should remain as at present, and that it shall be the duty of the County Council to levy and assess an amount equal to that apportioned by the government for the support of the Grammar Schools of the County; and that in consideration thereof the children of the County shall be admitted free to tuition.

At Stratford, Jan. 25.—Moved by the Rev. Thos. Macpherson, seconded by Mr. Jarvis, and

Resolved,—That in view of the anomalous position of the Trustees of Grammar Schools in respect to the mode of raising funds for the support of such schools, it is desirable that they be placed in the same position as Common School Trustees in regard to their power to raise funds within the municipality in which the school is situated; that the county be required to raise an amount equal to the Legislative grant, and that these schools may be free to all pupils qualified to enter them, when the Common Schools are free.—This resolution was amended, on the suggestion of Mr. Robarts, by recommending that the town or other municipalities where the Grammar schools are situated, and which were required by the above resolution to supply any deficiency in the Grammar school funds, should have an equality of representation at the Board. The resolution, as amended, was carried unanimously.

At Goderich, Jan. 26.—Moved by Mr. Ray, seconded by Mr. Cooper, and

* The proceedings at Owen Sound and Belleville have not been reported to the Educational Department, although the County Clerks were requested to do so.

Resolved,—That the Grammar School be the school of the county, and that a recommendation of the Chief Superintendent, now made on the subject, is approved by this meeting.

At Sarnia, Jan. 28,—Moved by the Rev. G. J. R. Salter, M.A., seconded by James Flintoff, Esq., and

Resolved,—That it is the opinion of this Convention that it would be advisable that an act should be passed compelling the raising by the County Council of a sum of money equal to that granted by the Government for the support of Grammar Schools,—That said Grammar Schools should be free to every child in the County; the buildings required for carrying on such school should be provided by the town in which such school is situated; and further, that one-half of the trustees should be appointed by the County Council, the other half by the Town Municipality.

At Sandwich, Jan. 30,—Moved by Mr. A. Bartlett, seconded by George Shipley, Esq., and

Resolved,—That it is the opinion of this meeting that the Grammar School Act should be so amended as to authorize the County Council to raise a sum of money for Grammar School purposes, equal to the Government Grant for the Grammar Schools of the County, and that the Town or Village in which the School is located, provide the necessary buildings; the Council of the said Town or Village shall have the appointment of three Trustees, and that the Schools so established be entirely free to the whole County.

At Chatham, Jan. 31,—Moved by Stephen White, Esq., seconded by John McMichael, Esq.,

Resolved,—That this meeting would gladly see such alterations made in the constitution of Grammar Schools as would render tuition therein free to all pupils sufficiently advanced to be admitted; one half of the Trustees being appointed by the Town Council, and the other half by the County Council; and the buildings and other conveniences for such schools being provided by the towns in which they may be respectively situated, a sum of money equal to the Government Grant being raised by the County Council for the payment of teacher's salaries.

At London, Feb. 2,—It was moved by His Honor Judge Hughes, seconded by John S. McColl, Esq., and

Resolved,—That in the opinion of this Convention, the establishment of Grammar Schools upon a free basis, is desirable for the benefit of the youth of the country, and that the County Municipalities should raise a sum equal to the Government grant for the support of such schools. Carried unanimously.

At Woodstock, Feb. 3,—It was moved by the Rev. John Bredin, seconded by Dr. Turquand, and

Resolved,—That this meeting, in view of the anomalous position in which the Trustees of the Grammar Schools of the county stand, in their inability to raise funds for their efficient working, suggests that they should be placed in the same position as the Common School Boards with respect to the levying of funds: and that the said Grammar Schools should be the schools of the cities, towns, townships or incorporated villages within the limits of which they are respectively situated; the trustees appointed by the municipal councils thereof; and the Grammar School fund apportioned upon the same condition as the Legislative Common School Grant.

It was moved in amendment by William Wilson, Esq., seconded by John Douglas, Esq., and

Resolved,—That this meeting is in favor of a change in the management of our Grammar School system: that the Grammar Schools should be free, and that for their efficient management three trustees should be appointed by the County Council, while the appointment of the remainder might with propriety be left to the municipality in which a Grammar School is or might be situated; the said municipality to raise an amount equal to the Government appropriation for the support of the same, and also to provide suitable buildings.

On the amendment being put, it was carried by a large majority.

At Hamilton, Feb. 6,—Moved by Dr. Billings, seconded by Jesse Hurlburt, LL.D., that it be

Resolved,—That in the opinion of this meeting the Grammar School of any municipality should be placed under the control of Trustees appointed by the Common Council of the Municipality; such Trustees to have the same powers as the Trustees of the Common Schools. Also, that the Grammar School Fund should be apportioned upon the same conditions as the Legislative Common School Grant.

After some discussion the resolution was withdrawn, and a resolution to the effect that cities should be erected into Counties for Grammar School purposes, moved by the Rev. R. Burnet, seconded by J. Lister, Esq., and unanimously agreed to.

At Milton, Feb. 7,—Moved by Rev. James Nesbit, seconded by Rev. Mr. McLean, and

Resolved,—That in the opinion of this meeting, County Grammar Schools should be supported on the same principle as Common Schools, so far as requiring County Councils to appropriate a like amount in support of such schools as are apportioned by the Legislature, and that the various Grammar Schools in the County should share in such public funds, according to the amount of Grammar School work actually performed—and that pupils from all parts of the County be admitted on the same terms, and also that the Town or Village in which such Schools are situated, bear all the expenses of building and other incidental charges.—Carried.

At Brampton, Feb. 8,—Moved by Rev. Mr. Learoyd, seconded by Rev. Mr. Coutts, and

Resolved,—That in the opinion of this Convention it is desirable that the Grammar School fund be on the same ground as the Common Schools, open to the children of the County, and supported by the County taxation to an amount equal to the amount granted by Government in aid of said Grammar Schools; and that all children residing in the County be admitted free to the school, the same as the children of the Township or Village where the Grammar School is located.

At Newmarket, Feb. 13,—Moved by Rev. T. Baker, seconded by Thomas Nixon, Esq., and

Resolved,—That the Grammar Schools would be made much more efficient by making the terms of admission to them similar to those of the Common Schools, and that it is desirable that the County Council in connection with the Government should provide the necessary funds; and the children from beyond the limits of the City, Town, or Village Corporation, be admitted without charge.

At Barrie, Feb. 14,—Moved by D. McCarthy, Esq., seconded by H. B. Hopkins, Esq., and

Resolved,—That the Grammar School of this County be put on an efficient standing as to its means of support, by placing authority in the Town Council, in conjunction with the County Council, to appoint Trustees, giving such Trustees so appointed, power to raise funds equivalent to the Government Grant, the same to be apportioned on the Town and County in accordance with the assessment, allowing to such Board the same power as is by law now placed in the hands of the Common School Trustees.

At Whitby, Feb. 20,—Moved by Rev. Dr. Thornton, seconded by Dr. Checkley, and

Resolved,—1. That the number of Grammar Schools within each County be restricted within narrow limits.

2. That in each Senior Grammar School, a scholarship or scholarships be established, giving board and education to the most deserving pupil or pupils, to be elected annually by public examination from those in attendance at the Common Schools of the County—the expense to be borne by the County.

3. That Trustees have power to call upon Township, Village, Town or County Councils, where there are Junior or Senior Grammar Schools, for funds for the support of their schools, provided that in order to make taxation equitable, the Council shall assess the several municipalities in proportion to the number of scholars from each municipality receiving instruction at the Grammar School.

After a short discussion this resolution was withdrawn.

It was then moved by D. Beach, Esq., M.A., seconded by J. W. C. Brown, Esq., and

Resolved,—That it is the opinion of this meeting that the Grammar School Act should be so amended as to require the County Council to raise a sum of money for Grammar School purposes, at least equal to the Government Grants for Grammar Schools of the County, and that the town or village in which the School is located provide necessary buildings; the Council of the said town or village shall have the appointment of three Trustees; that the schools so established shall be entirely free to the whole County, and that the distinction between Senior and Junior Grammar Schools be abolished.

Moved in amendment by S. Fairbanks, Esq., seconded by Mr. McDermott, and

Resolved,—That the distinction between Senior and Junior Grammar Schools be abolished, and that the several Grammar Schools, now or hereafter to be erected, be allotted sections in like manner as Common Schools—that the County Council be compelled to raise a sum annually equal to the Government Grant, and that the trustees of the several Grammar Schools be empowered to raise, by assessment upon each section, all monies necessary for the maintenance of the school.

After a discussion the amendment was lost, and the original motion carried unanimously.

Moved by Thos. Gibbs, Esq., seconded by S. Fairbanks, Esq., and

Resolved,—That whereas this meeting has determined that the Grammar Schools in the County shall be continued as County Grammar Schools, and that the same shall be free to the inhabitants of the County, that the necessary funds for conducting the same required besides the Government Grant, be defrayed out of the funds of the County.

Moved in amendment by J. W. C. Brown, Esq., seconded by E. Birrell, Esq., and

Resolved,—That the Municipal Council of the Township, Town or Village in which such Grammar School is situated, be required, on petition of the trustees thereof, to provide for all deficiences to Teachers' salaries, and for incidental expenses.

The amendment was lost, and the original motion carried.

At Cobourg, Feb. 21,—Moved by the Venerable Archdeacon of York, seconded by C. Underhill, Esq., and

Resolved,—Whereas the Trustees of Grammar Schools are unable to provide for the efficient working of the said schools, from having no power to raise funds for erecting buildings or meeting incidental expenses, it is the opinion of this meeting that funds should be raised by assessment for the sustaining of Grammar Schools, on the same principle as is now exercised in the case of Common Schools. —Carried.

Moved by Dr. Beatty, seconded by G. Stewart, Esq., and

Resolved,—That in case the Grammar Schools be sustained by general taxation, upon the basis of Common School assessment, that all pupils residing out of the town in which the Grammar School is situated, shall be free of any school-rate.—Carried.

At Peterboro', Feb. 22,—Moved by Mr. Grover, seconded by Mr. Pearce, and

Resolved,—That it is expedient that the law relating to Grammar Schools be so altered as to assimilate it to the Common School law, in so far as requiring the County Councils of each County to raise, by direct taxation, a sum equivalent to the Government Grant, for the support of such Grammar Schools, and that the Grammar Schools should be made free to all.—Carried.

At Picton, Feb. 24,—Moved by Mr. R. Lobb, seconded by Mr. J. Johnson, and

Resolved,—That, in the opinion of this Convention, it is desirable that the County Council be empowered by law to raise an amount equal to the Government Grant, for the support of the County Grammar School; and that all the pupils of the County shall be admitted free.

At Napanee, Feb. 25,—Moved by John Stevenson, Esq., Reeve, seconded by Rev. Dr. Lauder, and

Resolved,—That this meeting approves of the Grammar Schools becoming County Schools, the County Council appointing half of the Trustees and providing funds for their support equal to the Government Grant, and that the Schools be free.

At Kingston, Feb. 27,—Moved by the Rev. Andrew Wilson, seconded by C. W. Cooper, Esq., and

Resolved,—That in order to the efficiency of Grammar Schools and the better accomplishment of the end for which they are designed, three trustees should be chosen by the County Council, and three by the City or Town Council in which the School may be located; the fees should not be more than $3 per term, and the balance over the amount of the Legislative grant and these fees, necessary to pay the salary of the teachers, procure suitable school buildings, provide furniture, maps and apparatus, keep in repair the school houses and premises, and any other necessary expenses, should be provided by Municipal assessment on all the rateable property within the limits of the County, including cities and separate towns; and the County, City, or Town Councils should be required to make such assessment according to an estimate laid before them by the Board of Trustees.

At Brockville, Feb. 28,—Moved by Mr. McMullen, seconded by the Rev. J. H. Johnson, A. M., and

Resolved,—That this convention considers that it would be advisable that the Grammar Schools of these United Counties should still remain under the control of the Counties' Council, and that an act may be passed requiring such Counties' Council to levy sums for its support, of the same amount as granted by Government, and that any rates to be imposed may be assessed equally on Towns, Villages, and Counties, and that all have equal privileges as to trusteeship and otherwise.

At Perth, Feb. 29,—Moved by the Rev. Mr. Clarke, seconded by Wm. McN. Shaw, Esq., and

Resolved,—That in the opinion of this convention, the election of Grammar School Trustees should be as follows: three trustees to be appointed by the Municipality in which the building is erected, and three by the County Council, and that it shall be the duty of the County Council to levy and assess an amount, equal to that apportioned by the Government for the support of the Grammar Schools of the County, and in consideration thereof, the children of the County shall be admitted free of tuition fee.

At Ottawa, March 1,—Moved by Rev. J. Butler, seconded by Rev. C. B. Pettit, B.A., and

Resolved,—That if the City Council will provide a suitable building for a Grammar School, and assess itself to half the amount contributed by Government yearly; and the County Council assess the County for the other half of the amount granted by Government;—then pupils from the County shall have the same advantages of the Grammar School as those who live in town.

At L'Orignal, March 2nd,—Moved by the Rev. J. G. Armstrong, B.A., seconded by Anthony Philip, Esq., and

Resolved,—That it is the opinion of this Convention, that Grammar Schools in Upper Canada should be free; the County Councils to raise a sum annually, by a County tax, equal to the Government Grant;—the Council of the Township, Town, or City, in which the Grammar School is located, to erect suitable buildings;—three of the Trustees to be appointed by the County Council, and the other three Trustees by the Township, Town or City Council, or Police Village, (as the case may be.)

At Kemptville, March, 5,—It was moved by Mr. R. Kernahan, seconded by Mr. S. Christie, and

Resolved,—That whereas in many places throughout the country, there exists much difficulty in the support of Grammar Schools, especially of the Junior Class; and inasmuch as every one is interested and benefited by the progress of Education; also, having the principle avowed and acted upon in the present School Law, this Convention expresses its conviction, that the County within which such Grammar School is situate, should be required by law to raise at least a sum equal to the Government Grant; and that the School shall be free to the county within which said School is situated.

At Iroquois, March, 6,—It was

Resolved,—That the Trustees of the Grammar Schools be authorized to raise by assessment on the county a sum equal to the Government grant; and that for the balance of the expenses of the School, the Trustees be authorized to levy that amount by assessment on the municipality within which the School is situated; and that the Grammar School be free to the children of the county.

At Cornwall, March 7,—Moved by the Rev. Dr. Patton, seconded by Mr. Munro, that it be

Resolved,—That, in the opinion of this meeting, it is expedient that the Board of Grammar School Trustees should possess powers similar in every particular to those possessed by the Board of Common School Trustees, as far as the County is concerned, in which the Grammar School or Schools may be situate.—The motion being put, was lost.

In amendment, it was moved by J. F. Pringle, Esq., seconded by Mr. Henry Beader, and

Resolved,—That this meeting approves of the plan proposed for making the Grammar School of each County free, by levying on the property of the County a sum equal to the Government Grant; and is further of opinion, that the County should contribute a portion of the fund required for the erection of buildings and the furnishing of apparatus for such schools.—Carried.

II. RESOLUTIONS IN REGARD TO TRUANT OR VAGRANT CHILDREN.*

At St. Catharines, Jan. 16,—Moved by Mr. S. S. Junkin, seconded by Mr. J. Holmes, and

Resolved,—That in the opinion of this meeting, it is very desirable that an Act should be passed by the Legislature, by which truant children in Townships, Cities and Towns would be compelled to attend some school: and that power be vested in the Municipal Councils of such Townships, Cities and Towns to deal with such children.—Carried.

At Welland, Jan. 17,—Moved by Rev. Geo. Bell, seconded by E. R. Holmes, Esq., and

Resolved,—That in the opinion of this convention, the Municipal Councils throughout the Province should be invested with power to deal with the case of vagrant children, with regard to providing for their attendance at school, in cases where the privileges of free schools are provided by such municipality.

At Cayuga, Jan. 18,—It was moved by Mr. Thomas Gowling, seconded by Mr. G. O. Barnett, that it be

Resolved,—That this Convention is of the opinion that idle and unprotected children should be educated by committees at the public expense, and that Municipalities should be invested with the power to compel indigent children to attend school, and that the Legislature be addressed to afford such powers.

1st Amendment,—Moved by F. Stevenson, Esq., seconded by Mr. T. Hodder, and

Resolved,—"That it is inexpedient that Municipalities should be vested with a discretionary power to enforce the parents of idle and vagrant children to send them to school, but that a law be enacted to compel the parents of such children to send them to school."

2nd Amendment,—Moved by Mr. William Thompson, seconded by Mr. Ferguson, That, whereas our laws and Parliament do not prescribe to us what we shall eat, drink, or wear, it is the opinion of this convention, that neither should our children be obliged by Legislative enactment to attend school, but that the matter should

* In the *Journal* for 1850, will be found several articles on this subject.

be left as now, to the good sense and progressive civilization of the people.

The original motion and amendments being severally put, the amendment proposed by Mr. Stevenson was carried.

At Simcoe, Jan. 20,—Moved by Wm. Wallace, Esq., and seconded by J. A. Backhouse, Esq., and

Resolved,—Whereas a system of free Education is becoming almost universal in this county, and whereas many parents value so lightly the inestimable blessings thereby placed within their reach, as to neglect sending their children to school, be it resolved: That this meeting do memorialize the Rev. Superintendent of Education, to use his exertions to have the School Laws so amended as to empower Municipal Councils or School Trustees in whose corporations Free Schools exist, to enforce the attendance at such Schools of unemployed children whose parents are so forgetful of their duty as to neglect their children's education.

At Guelph, Jan. 23,—Moved by the Rev. R. Torrance, seconded by Mr. Kilgour, and

Resolved,—That in the opinion of this meeting some provision should be made by the Legislature, to ensure the education of those children within school ages, whose parents are neglecting their education.

At Berlin, Jan. 24,—Moved by Otto Klotz, Esq., seconded by H. F. J. Jackson, Esq., and

Resolved,—That this convention doth hereby express the desire that the Legislature pass a law making provision for the education of children between the ages of 6 and 14 years, and to render it obligatory on the parents to send their children to the public Common Schools, where it can be shown that no other education is being provided for such children.

At Stratford, Jan. 25,—No resolution was moved on the subject, but the opinion of the meeting appeared to be that a *discretionary power* should be conferred upon the municipal councils; which was thought sufficient to meet the object in view.

At Goderich, Jan. 26,—Moved by Mr. Gates, seconded by Mr. Young, and

Resolved,—That it would be better that the several municipalities should have power to make regulations with regard to vagrant children, between the ages of 7 and 14 years of age, for educational purposes.

At Sarnia, Jan. 28,—Moved by Mr. Whiffer, seconded by Mr. Pattinger, and

Resolved,—That sufficient power and authority be granted by Act of Parliament to every Municipality in Upper Canada, whether City, Town or Village, to provide for the proper education and care of vagrant children in each Municipality.

At Sandwich, Jan. 30,—Moved by Mr. Bray, seconded by Mr. McQuade, and

Resolved,—That it is the opinion of this Meeting, that a law should be passed in regard to the attendance of children, and that it would be desirable to have a provision introduced into the Municipal Law, enabling Municipalities to pass By-laws to compel the attendance of children between the ages of 7 and 14 years, at School.

At Chatham, Jan. 31,—Moved by Dr. Cross, seconded by Stephen White, Esq., and

Resolved,—That it should be made compulsory upon parents to send their children to school during such times, and between such ages as the Legislature may see fit to fix.

At London, Feb. 1,—Moved by H. Hunter, Esq., seconded by Mr. Alex. Johnson, that it is the opinion of this meeting that the Common School Act should be amended so as to invest the municipal authorities with power to enforce the attendance of vagrant children within the age mentioned in the school act.—Carried unanimously.

At St. Thomas, Feb. 2,—Moved by Arch'd McLachlin, Esq., seconded by the Rev. E. Sheppard, and

Resolved,—That it is the opinion of this Convention that the school law should be so amended as to secure the attendance of children on the means of Common school education, by the imposition of a poll tax on those of school age who do not attend.

At Woodstock, Feb. 3,—Moved by Mr. Douglas, seconded by Mr. McCleneghan, and

Resolved,—That in the opinion of this meeting it is advisable (in the event of a change introducing the Free School System) to refer the subject of the compulsory education of vagrant children to the different municipal councils.—Carried.

At Milton, Feb. 7,—Moved by the Rev. James Nesbit, seconded by Archibald Campbell, Esq., and

Resolved,—That in the opinion of this meeting the Municipal Law of this Province should be so amended as to empower municipalities to adopt such measures as may seem most advisable, to require and secure the attendance of all children between the ages of 7 and 12 years at some school, either public or private.—Carried.

At Newmarket, Feb. 13,—After a resolution on free schools—Moved by Thos. Nixon, Esq., seconded by Dond. Sutherland, Esq., and

Resolved,—That vagrant children be compelled to attend some school.

At Cobourg, Feb. 21,—Moved by C. Underhill, Esq., seconded by H. Fisher, Esq., and

Resolved,—That the Municipal authorities be empowered by statute to compel the attendance of pupils of school age at the various schools under their supervision or otherwise.—Carried.

At Peterboro', Feb. 22,—Moved by Mr. Thos. White, seconded by Mr. W. H. Moore, and

Resolved,—That authority should be invested in the Municipal corporations to compel all children not attending any school, between the ages of six and fourteen years, to attend school; and that the refusal of the parent to send the child to school as required, should be considered an offence against the Municipal laws and be punishable as such.

In amendment it was moved by Mr. Edwards, seconded by Rev. Mr. Douglass, That in the opinion of this meeting the principle of compulsion applied to parents to have their children attend school, is an interference with the prerogative of the parent over his children which the State has no right to invade. The original motion was carried by a very large majority.

At Napanee, Feb. 25,—See Resolutions on "Free Schools."

At Kingston, Feb. 27,—Moved by the Rev. A. Wilson, seconded by the Rev. H. Mulkins, and

Resolved,—That a Truant Law, similar to that which now exists in the cities and towns of the New England States, is desirable for the cities and towns of Canada, and would, if introduced and efficiently carried out, secure to many children a better education, promote morality and the best interests of society, and would especially secure the education of truant children generally.

At Perth, Feb. 29,—Moved by the Rev. James Duncan, seconded by John Deacon, Jr. Esq., and

Resolved,—That in the opinion of this Convention, some Legislative enactment should take place, to compel parents to send their children between seven and fourteen years of age to school, in municipalities where free schools prevail.

At Ottawa, March 1,—Moved by the Rev. C. B. Pettit, B.A., seconded by Judge Armstrong, and

Resolved,—That this meeting disapproves of any school system that inflicts compulsory attendance. And thereupon the following amendment was offered:

Moved by Mr. Burrough, seconded by Rev. Mr. Lochead,—That in the opinion of this convention—if the principle of compulsory taxation for education be conceded, then this meeting is of opinion, that compulsory attendance at the schools by the children of the County, should also be enforced.

The amendment having been submitted to the meeting, was declared carried in the affirmative, by the casting vote of the chairman, (Joseph Hinton, Esq., Warden.)

At L'Orignal, March 2,—Moved by Sheriff C. P. Treadwell, seconded by Chauncey Johnson, senior, Esq., and

Resolved,—That as it is proposed to tax all parties for the support of Grammar and Common Schools alike, it is likewise expedient for the attainment of the benefits in view, that some means be adopted to insure the regular attendance of all children of suitable age, at some school within their respective sections.

At Iroquois, March 6,—It was

Resolved,—That in the opinion of this Convention the interests of education and of the community demand that School Trustees should have the power to require that all children of the school age, resident in their Sections, should attend school a certain portion of their time.

III. RESOLUTIONS IN REGARD TO FREE SCHOOLS.

At Welland, Jan. 17,—Moved by Rev. Geo. Bell, seconded by by Rev. Charles Walker, and

Resolved,—That in the opinion of this Convention, the interests of Education would be promoted by the adoption of a law of uniform free school systems applicable to the whole Province.

At Cayuga, Jan. 18,—Moved by Mr. James Kinnear, seconded by Mr. G. O. Barnett, and

Resolved,—That the Convention is clearly of opinion that the Free School system is the best that can be adopted for the country.—Carried.

At Brantford, Jan. 19,—Moved by Mr. M. Whitham, seconded by Mr. John Patton, and

Resolved,—That a petition be forwarded to the Legislature, asking for a Free School Act for the Province.

At Simcoe, Jan. 20,—Moved by Rev. Mr. Griffin, seconded by Mr. Oliver, and

Resolved,—That in the opinion of this meeting, the principle of Free Schools has proved the best means of insuring the general education of the people, and that this meeting memorialize the

Chief Superintendant of Education, to embody the Free School principle, in the draft of the amended School Act, to be submitted to the Legislature.

At Guelph, Jan. 23,—Moved by Mr. Wetherald, seconded by Mr. James Phin, and

Resolved,—That the Legislature be requested to adopt the Free School system as the School system of Upper Canada.

At Berlin, Jan. 24,—Moved by Otto Klotz, Esq., seconded by D. S. Bowlby, Esq., M.D., and

Resolved,—That this Convention do express their desire that the Legislature establish by enactment the Free School system throughout Upper Canada.

At Stratford, Jan. 25,—On motion of Mr. Cathcart, of Blanchard, a resolution was unanimously carried in favor of a general system of Free Schools.

At Goderich. Jan. 26,—Moved by Mr. Kay, seconded by Mr. Ross, and

Resolved,—That it is the opinion of this meeting that all Common Schools should be free.

At Sarnia, Jan. 28,—Moved by Mr. H. F. McKenzie, seconded by Rev. Mr. Gould, and

Resolved,—That the system of Free Schools should be established by law, and no longer be left, as at present, to the decision of the people at the annual school meeting.

At Sandwich, Jan. 30,—Moved by Mr. Noble, and seconded by Mr. James Bartlett, and

Resolved,—That the school law be so altered that all Common Schools may become free.

At Chatham, Jan. 31,—Moved by Dr. Cross, seconded by Stephen White, Esq., and

Resolved,—That this meeting is of opinion that the system of Free Schools having been sufficiently experimented on, should now be established by statute, and not left any longer to be voted upon from year to year by the public.

At London, Feb. 1,—Moved by Mr. Schram, seconded by Mr. Francis, and

Resolved,—That the rate bill be abolished, and Free Schools be established in this Province.

At St. Thomas, Feb. 2,—Moved by the Rev. E. Sheppard, seconded by His Honor Judge Hughes, and

Resolved,—That it is the opinion of this Convention, that through the ability and the indefatigable perseverance of the Chief Superintendent of Schools, the Educational system of Upper Canada has risen to a high order of efficacy, and that it is advisable that its benefits be extended by the adoption of the plan of universal Free Schools, thus providing education for all, irrespective of the casual advantages of wealth, or the incidental circumstances of neighbourhood, thus giving to every child of Canada West, the full and the free privilege of a Common School Education. Carried unanimously.

At Woodstock, Feb. 3,—It was next moved by A. V. Bodwell Esq., seconded by Mr. Golding, and

Resolved,—That it is the opinion of this meeting that the time has arrived, when it is desirable that the Free School principle should be extended, by Statute, to all the Common Schools in Western Canada.

In amendment it was moved by T. J. Cottle, Esq., seconded by Mr. Impet, that it be

Resolved,—That this meeting does not think that the time has arrived when the Common Schools of our country should be free. The amendment was lost, and the original motion was carried almost unanimously.

At Milton, Feb. 7,—Moved by S. R. Lister, Esq., and seconded by Mr. John Husband, and

Resolved,—That in the opinion of this meeting the mode of raising the expenses of Common Schools is by direct taxation, and would therefore recommend that an Act be passed to that effect.

At Newmarket, Feb. 13,—Moved by Thomas Nixon, Esq., seconded by Donald Sutherland, Esq., and

Resolved,—That the Legislature be requested so to amend the School Act as that the public schools of our country be made free.

At Cobourg, Feb. 21,—Moved by C. Underhill, Esq., seconded by J. R. Dixon, Esq., and

Resolved,—That all Common Schools should be free by statute.—Carried.

At Peterboro', Feb. 22,—Moved by Mr. Geo. Esson, seconded by Mr. Taylor, and

Resolved,—That in the opinion of this meeting the school system should be made an absolutely Free School System at as early a period as possible.—Carried.

At Picton, Feb. 24,—Moved by Rev. G. Miller, seconded by Mr. Israel Hamilton, and

Resolved,—That it is the opinion of this Convention, that all Schools should be Free, and that a law shall be passed making it compulsory on Parents and others to send their children to School, under a free system.

At Napanee, Feb. 25,—Moved by the Rev. John Scott, seconded by Dr. Carey, and

Resolved,—That this meeting approves of the system of Free Schools, if provision can be made to require the attendance of the children at some school.

At Kingston, Feb. 27,—Moved by the Rev. H. Mulkins, seconded by Rev. A. Wilson, and

Resolved,—That in the opinion of this meeting, considering it equitable in itself that the property of the State should educate the children of the State, and considering also that the principle of Free Schools is already very extensively admitted and practised in Upper Canada, and that its general adoption would tend to the unity and prosperity of the Common School system, the time has arrived when the principle should be universally adopted, and education made free to every child in the Province: and to accomplish this important purpose it is desirable that the trustees in School sections should have the power, as those in cities and towns now have, to determine whether their Schools shall be free.

At Brockville, Feb. 28,—Moved by Mr. Wylie, seconded by Mr. James Kirker, and

Resolved unanimously,—That believing universal education to be a universal benefit, in the opinion of this meeting the system of Free Schools is the system best adapted for the furtherance of education in Canada; and believing also, that when a community voluntarily offers free education, the welfare of society requires the compulsory attendance of all vagrant children.

At Perth, Feb. 29,—Moved by John Deacon, Jr., Esq., seconded by the Rev. James Duncan, and

Resolved,—That in the opinion of this Convention, the general introduction into Upper Canada of the Free School system (the vast and various benefits of which have been abundantly manifested) by Act of the Parliament, would be wise and salutary, and calculated to advance the best interests of our country.

At L'Orignal, March 2,—Moved by Chauncey Johnson, Junr., Esq., seconded by Mr. James Cross, and

Resolved,—That it is the opinion of this Convention, that the present very general monthly payment exacted of parents, or guardians sending children to the Common Schools, be abolished, and the Common Schools made *free*, as the term is usually understood.—Carried.

At Iroquois, March 6,—It was

Resolved,—That whereas the practical working of our excellent school-bill, so wisely and energetically carried out, has proved highly beneficial to the country at large—and whereas the free school has proved itself much more effective than schools where rate-bills are imposed,—therefore be it resolved that in the judgment of this convention the time has come when all Common Schools throughout Upper Canada should be made free by legislative enactment.

At Cornwall, March 7,—Moved by Rev. Mr. Campbell, seconded by Dr. Cook, and

Resolved,—That this Convention recognizes the principle, that it is the duty of the State to provide the means of education for all the youth within its jurisdiction—and therefore it is its duty to see these means carried out by Legislative enactment.—Carried.

IV. MISCELLANEOUS RESOLUTIONS.

Distribution of the Upper and Lower Canada School Grants.

At Sarnia, Jan. 28,—Moved by A. McKenzie, Esq., seconded by J. Gemmill, Esq., and

Resolved,—That this meeting considers the present system of distributing the public money in Upper and Lower Canada unjust. That in any proposed amendment to the school law, provision should be made for the apportionment of all Parliamentary grants to the two sections of the Province, in proportion to the number of children attending the schools, or in proportion to the local contribution for school purposes.

Canadian Series of School Books.

At Newmarket,—Feb. 13,—Moved by Mr. Nixon, seconded by Mr. P. Menzies, and

Resolved,—That our school books might be improved by revision. The different sciences treated of in them ought to be brought up to the present advanced state of those sciences. And furthermore that a series of lessons be introduced on the sciences of political economy and moral philosophy, and that the books be made to partake of as national a character as possible.

County or Circuit Local Superintendents, and their qualifications.

Moved by Dr. J. Bentley, seconded by Mr. T. Nixon, and

Resolved,—That it is the opinion of this Convention that County or Circuit Superintendents should be appointed in place of the present

local or township superintendents and that these officers ought to be in connection with the Educational Department, and that they should be required to be possessed of a requisite amount of scholastic attainments.

At Barrie, Feb. 14,—Moved by Rev. W. F. Checkley, A.B., seconded by John Ross, Esq., and

Resolved,—1. That instead of numerous Superintendents, one or more Inspectors should be appointed by the County Council for the Common Schools of each County. That such Inspectors should themselves have exercised with success the office of School Teachers.

2. That no one Inspector should have supervision over fewer than seventy-five, or more than two hundred schools.

3. That a sufficient salary should be provided for each by the County Councils, and that they should be required to make the inspection of schools their exclusive business.

At Cobourg, Feb. 21,—Moved by John R. Clark, Esq., M.P.P., seconded by Thos. M'Naughton, Esq., and

Resolved,—That this meeting approves of the appointing County, instead of Township, Superintendents.

Too frequent change of Teachers.—Increase of Trustees.

At Whitby, Feb. 20,—Moved by Mr. Gibbs, seconded by Mr. Sheriff Reynolds, and

Resolved,—That it is highly expedient where practicable that there be but one School Superintendent appointed for each County.—Carried.

At Whitby, Feb. 20,—Moved by Mr. Younghusband, seconded by Rev. Mr. Currie, and

Resolved,—That that part of the school law in reference to the frequent change of Teachers, works very injuriously to the position and the welfare of Teachers, and it is hence hereby recommended that the number of school Trustees in each section be increased to five, one of which shall retire annually, and that all have a voice in the engagement of the Teacher during any period of their term of office, and that said Trustees should be empowered to engage a Teacher for a more extended term than one year, guarded by suitable conditions.—Carried.

Change of time in School Elections.

Moved by E. Birrell, Esq., seconded by Mr. Bengough, and

Resolved,—That as there is a great evil felt in many sections, and in Towns and Villages especially, in reference to the time of Trustees, election being so nearly coincident with the Municipal Elections, a change of the date of these elections is earnestly recommended.—Lost.

Holiday every Saturday.

Moved by Mr. Baird, seconded by Dr. Checkley, and

Resolved,—That it would be conducive to the physical and mental development of the pupils, as well as to the general efficiency of our common schools, if every Saturday were a holiday instead of every alternate Saturday, as the law now stands.—Carried.

Compulsory Selection of School Sites.

At Cobourg, Feb. 21,—Moved by Caleb R. Mallroy, Esq., seconded by Philip Kelly, Esq., and

Resolved,—That it is desirable that School Trustees should have the same power of selecting School sites as Township Councils have to force roads where desirable.—Carried.

---

4. DINNER TO REV. DR. RYERSON, IN COBOURG.

Dr. Ryerson was entertained at a dinner given him by the teachers of the United Counties of Northumberland and Durham, at Cobourg, on the occasion of his official visit, 21st of February.

Sheriff Fortune occupied the chair, and among the company were the Ven. Archdeacon Bethune, Hon. Sidney Smith, the Mayor of Cobourg, ex-Sheriff Ruttan, &c. &c. The chairman having proposed the health of their guest, Dr. Ryerson, in the course of his speech, made the following remarks:—"Mr. Chairman and Gentlemen,—I thank you from the bottom of my heart for the generous and hearty manner in which you have received this toast. Surely it is a matter of congratulation to me to see the day I now see—that I never expected to see—and the glowing feelings that animate our hearts at the glorious progress of Education in the country. This meeting, composed as it is partly of common school teachers and of others who hold so high positions in the country, speaks loudly in regard to the influence of education in the country. We have cordially responded this evening to the usual loyal toast. I can well recollect the time when that toast would not have been received with cordiality. But our prosperity has given birth to feelings of loyalty. It was apprehended that in proportion to the freedom we enjoyed, might the bonds of connection between us and the mother country be weakened. But so far from this—although all the self-government was given us that we could wish for—we find that the very exercise of that freedom and self-government has called forth a cordiality and a depth of feeling and attachment that has made the name of Victoria an honored word—a word of magic and power, in the hearts of the people. For proof of this need I point to the grateful offering of a regiment of men raised in a very short time, for the cause of England? The hearty answer made to the threatened invasion of England by the enrolment of 500,000 volunteers, proves that there are yet true hearts and native energy in England. He was deeply impressed with the great importance of the teacher's work, its elevating—he had almost said its divine—nature, because it was that which operated on the immortal mind and divine heart of man. Such work needed long and careful training of the workmen, and there had been an immense improvement in this respect throughout the Province. Fifteen years ago, such an array of able and respectable teachers as those present, could not have been found in the country. The people had learned that the best paid talent was the most economical, because it secures the greatest efficiency."—In reply to a toast from Dr. Beatty (the Mayor), the Hon. Sidney Smith, in acknowledgment, bore ample and cheerful testimony to the ability, zeal, and patriotism displayed by the respected Chief Superintendent of Education, in the arduous duties of his office.—The toast to "The Trustees of the Grammar Schools and Common Schools," was most ably responded to by the Venerable the Archdeacon of York, who bestowed a graceful eulogy on the Chief Superintendent of Education, for the honesty of purpose and unquestionable ability which he had manifested in the discharge of the duties of his office.*—*Colonist and Cobourg Star.*

III. Education in various American States, 1858–9.

1. PUBLIC SCHOOLS OF MASSACHUSETTS.

We thank the Hon. G. S. Boutwell, Secretary to the Board of Education, for this valuable report for 1858–9:

Townships in the Commonwealth, 333, of which all but one, (Belmont, incorporated within the year) made returns. Public schools, 4,444, making an increase of 23 for the year. (For brevity's sake, we will denote Increase, by +, Decrease, by —,) Persons in the State between 5 and 15 years of age, 220,379, — 2,925; scholars of all ages, in all the public schools, in summer, 204,925, + 5,133; in winter, 211,388, — 6,810; average attendance in all the public schools, in summer, 160,108, + 5,466; in winter, 166,520, — 9,006; ratio of the mean average attendance to the whole number of children between five and fifteen, expressed in decimals, .74. Children under five attending public schools, 10,903, — 1,467. Persons over fifteen, attending public schools, 23,607, + 6,713. Teachers in summer, males, 394, + 11; females, 4,612, + 102; total, 5,006, + 113. Teachers in winter, males, 1,929, + 31; females, 3,568, + 86; total, 5,497, + 117. Number of different persons employed as teachers in public schools during the year; males, 1,669, females 5,575, = 7,244. Average time open of the schools, 7 months and 17 days + 4 days. Average wages of male teachers per month, including board, $48.90, — $0.97. Average wages of female teachers per month, including board, $19.02, — $0 61. Amount raised by taxes for the support of public schools, including only wages, board, fuel, and care of fires, $1,390,382 34, + $49,130 31. Income of surplus revenue and of similar funds, appropriated only for public schools, $7,852.47. Amount of voluntary contributions of board, fuel, and money, to maintain or prolong public schools, $29,309 41, — 6,014-70. Income of local funds appropriated for academies and schools, $41,043 62. Amount received by towns and cities as their share of the income of the State School Fund, $46,761 12. Amount paid by the towns and cities for superintendence, $44,865 99. Aggregate returned as expended on public schools alone, exclusive of the expense of repairing and erecting school-houses, and of the cost of school books, $1,519,171 33, + $44,682 45. Sum raised by taxes, (including income of surplus revenue,) for the education of each child in the State, between five and fifteen years of age — per child, $6 34, + $0 30. Per centage of the valuation of 1850, appropriated for public schools, (2 mills and 34 hundreths,) .002–34.

Three hundred and thirty towns, all except Southwick, which has a local fund for the support of its schools, Belmont which was incorporated within the year, and Bernardston — have raised more than $1 50 per child between five and fifteen.

Towns that have raised the sum of $3 or more, per child, between five and fifteen, 287, + 9. Number of incorporated academies

* During the recent Tour of the Chief Superintendent throughout Upper Canada, several very complimentary addresses were presented to him by Municipal and other bodies, especially in the Counties of Welland, Norfolk (his native county), Northumberland and Hastings.

returned, 63. Average number of scholars, 3,932. Amount paid for tuition, $74,223 93. Number of private schools and academies, 691. Estimated average attendance, 18,903. Estimated amount paid for tuition, $333,940 09.

From these statistics it appears that there is a decrease in the number of children, between five and fifteen years of age, of 2,925; indicating a loss of more than twelve thousand in the population of the State. There are four Normal Schools in the State. Students admitted during the year 284; Received certificates 135; Expenses $14,030.

2. PUBLIC SCHOOLS IN THE STATE OF NEW YORK.

The whole number of school districts in the State, exclusive of the cities, is reported to be 11,358, being an increase of 49 during the past year. The average number of persons between the ages of 4 and 21 years in each district is 79⅝. The average number attending school in each district is 53. The number of school houses is 11,318, being an increase of 43 during the year. In two years and nine months past, more than $2,000,000 have been expended in the State for new school houses and repairs. The number of persons in the State between the ages of 4 and 21 is reported at 1,272,486. The number attending the public schools in 1859 was 851,533. About 200,000 children attended the academies and private schools, *leaving about* 200,000 *of school age not in school at all.*

The total receipts from all sources from October 1st, 1858, to October 1st, 1859, were in the cities, $2,122,810 57; in the country, $2,033,933 51; total $4,156,744 08.

The expenditure for the year ending September 30th, 1859, was:

For Teachers' wages	$2,443,184 80
For Libraries and school apparatus	156,326 37
For coloured schools	24,364 00
For school-houses, sites and repairs	724,292 47
For incidental expenses	316,449 93
Total	$3,664,617 57

The amount so expended was raised as follows:

Balance unexpended from the previous year	$422,921 54
From Common School Fund and State Tax	1,322,683 33
From gospel and school lands	19,384 64
From school district tax	1,921,464 05
From school district rate bills	414,062 72
From all other sources	58,227 80
Amount remaining unexpended	492,126 51
Number of school districts in the State	11,621
Number of school houses	11,576
Number of children between 4 and 21	1,262,486
Number of children attending the Public Schools	851,533
Number of teachers employed within the year	26,411

The whole number of pupils in attendance at the Normal School during the past year has been three hundred and twelve, of which sixty-three have graduated. The whole number of pupils who have been in the school since its establishment is three thousand two hundred and eighty-eight. The number now in attendance is two hundred and fifty-three.

The Academies constitute the important part of the educational system of the State. They are established by private contributions for buildings, apparatus, and libraries, which at the date of the last Report amounted to $2,222,207. They receive from the Literature and United States Deposit Funds $40 000 annually.

Twenty-three schools for Indian children, are now in operation in various sections of the state. Though labouring under the disadvantage of teaching a language diverse from that usually employed by the pupils, they are making satisfactory progress. Several of the schools are under the direction of native teachers, who discharge their duties with a fidelity and ability highly creditable.

On the important subject of the distribution of school money the Superintendent says: However few the scholars, or irregular the attendance, if six months' school is maintained, each district draws its money—not in accordance with the educational spirit it manifests or the benefits it bestows—but in proportion to the accidental number of persons of school age residing within its borders. I submit, therefore, to the judgment of the Legislature, whether the basis of distribution of two-thirds of the public money, within the counties, should not be made with reference to the average aggregate attendance upon the schools, during the first six months of the school year,* leaving the other third to be distributed, as now, equally amongst all the districts. The inevitable result of such a course would be, to make the inhabitants of each district directly interested in the largest practicable attendance upon the schools. The greater the number of scholars, the greater will be the amount of money received. Every parent will be more likely to send his children to school when, in effect, he received a compensation for each day's attendance—and that attendance will be more regular, when he feels that each day's absence diminishes the amount bestowed, and increases the necessary taxation for the support of the school.

The report closes with a general review of the condition of the schools, the Superintendent saying:—

The problem is still to be solved, whether the American of the succeeding generation shall hold the same pre-eminence in general intelligence which he has hitherto enjoyed; or whether he shall be excelled in this respect by the natives of other climes, whom inclination or ill fortune may throw upon our shores. If we would maintain our national supremacy—if we would melt the mixed races with which our country is thronged into one homogeneous population, we must extend to all the benefits of thorough common school education—we must indoctrinate our youth with the advantages of superior knowledge, and endow them with all the educational facilities requisite to a life of honor, usefulness and virtue.

Recommendations are made by the State Superintendent in regard to Indian Schools, the Institutions for the Deaf Mutes and Blind, School Supervision, the Election and duty of trustees, and the revision and simplification of the School Laws.

3. PUBLIC SCHOOLS OF THE CITY OF NEW YORK.

There are 52 Ward schools, which include 44 grammar schools for boys, 45 for girls, 3 for boys and girls, and 46 primary departments; 35 primary and 8 colored schools. Pupils on register 138,688, average attendance, 51,489; pupils in Free Academy, 830, in the 44 evening schools, 15,351, in the 3 normal schools, 650, and in the 12 corporate institutions, which share in the public money, 7,309, making in all 161,828 pupils. In the Free Academy, a university education can be obtained, including the highest branches. There are in all about two hundred and eighty organized common schools of all kinds, at which are taught over a hundred thousand pupils. The appropriation for the Board of Education for the last ten years has been as follows:

1850	$267,968	1856	$1,023,354
1851	447,487	1857	1,100,410
1852	502,315	1858	1,226,013
1853	604,000	1859	1,246,080*
1854	668,814		
1855	956,000	Total for ten years,	$8,042,361

The expenditure for 1859 was as follows:—For salaries of teachers and janitors, $617,128 91; new school-houses and repairs, $363,946 23; fuel, $29,530 19; books, stationery and apparatus, $72,485 73; salaries of officers of the Board, $25,167 63; Free Academy, $50,112 04; evening schools, $69,089 23; normal schools, $9,155 73; contingencies, $9,384 31. Total, $1,246,000. Of this sum $1,038,667 05 was raised by city tax, and the remainder, $207,332 95, was appropriated from the State fund, toward which the city contributed an equal amount, and $191,684 03 in addition.

These annual expenditures, though large, are yet small when compared with the results and the number of children taught. Besides, in them are included the cost of the purchase of sites and the erection of several spacious school-houses amounting in 1858, to over $300,000 for that year. Estimating the population of this city at 800,000 (it may be nearer 1,000,000), the tax on each person for school purposes is less than $1 50 per annum, or for a family of six persons a tax of seventeen cents per week, or estimating the average number of children taught at 100,000, and the average expenditure at $1,200,000, the annual expense of teaching each pupil is but $12.†

The whole of the public schools are under the direction of the Board of Education. This body has control of the general interests of the public schools. Its members are elected by the people, and are responsible to no other power. In the several wards there are also local school boards, which in many respects are independent of the Board of Education. Thus the system is complex and intricate, wanting simplicity, solidity and uniformity. This decentralization causes unnecessary outlays of money and much confusion in the

* The principle of average attendance as the basis for the distribution of the School fund is not new in Upper Canada; it has been successfully applied for several years.

* About equal to the total school and college expenditures of Upper Canada, where the number of pupils is three times as great as that in the city of New York!

† The total number of pupils in Upper Canada, including its colleges, is upwards of 300,000; in New York only 100,000, while the cost of education is about the same in both places!

ward school management. It is due, however, to those who have had the administration of the affairs of the Board of Education, or to the system, as defective as it may be, to say that public education has flourished in this city. Our common schools are the nurseries of intelligence and virtue, and have done much to elevate the rising generation. The Superintendent recommends the Board of Education to call on the City Government to enforce the Truant and Vagabond laws and favors a free Academy for girls, the continuance of the evening schools, and a careful organization of the colored schools. He discourages frequent receptions, exhibitions and public concerts in schools, as breaking in upon the regular course of instruction, and the habit of study, and insists upon more attention to warming and ventilation. Corporal punishment, he thinks, should only be inflicted as a *dernier resort*, and then, without anger, or undue severity, and never in the presence of the school or class.

INCREASE OF CRIME AMONG THE YOUTH OF NEW YORK.

The crimes of murder and manslaughter, and assaults upon the lives of our citizens, seem to be growing with fearful pace in this city, notwithstanding that we are taxed at the rate of $1,250,000 for education, and $8,750,000 a year for the privilege of living in security and peace—a privilege, however, which unfortunately we do not enjoy, as the daily records of crime in the newspapers and the calendars of our criminal courts, both abundantly prove. There have been eighteen convictions obtained at this term of the Court of Oyer and Terminer. The crimes, as remarked by Judge Ingraham, have all been committed by young men—not one of the convicts being over thirty years, but most of them being about twenty or twenty-five years of age—a fact which speaks most unfavorably for juvenile morals in the metropolis, and we think presents a strong contrast to the morals of that class in other large cities. It is rarely that desperate crimes of the character of murder and manslaughter are confined most entirely to the young in any community, although in the general aggregate of crime, this class may be most largely represented. Nor can we believe that this circumstance is attributable solely to the natural depravity of the youth of New York, though it is incontrovertible that recklessness and violence strongly characterize them. It is to be attributed mainly to that spirit of rowdyism and disregard of human life so prevalent amongst us, which leads to bar-room fights and the free use of deadly weapons in moments of passion. And it is attributable, too, with more force, to the inefficiency of the police, who do little to prevent the commission of crime, and not much more toward punishing the offender.—*New York Herald.*

4. PUBLIC SCHOOLS OF NEW JERSEY.

The annual report of the State Superintendent of Public Schools of New Jersey, was lately presented to the Legislature. The following is an abstract:

The school system of New Jersey embraces the Normal and Model Schools at Trenton; the Farnum Preparatory School at Beverly; and 1,690 Public Schools, established in the various cities and townships of the state. The Normal School is reported to be more prosperous than ever before, and the number of pupils greater, being 140 at the last term, and 216 have been sent out for service as teachers. In the Model School the average attendance is 215. The whole number of pupils registered was 131,748; average attendance, 65,475. Total amount of money raised, $550,732,45. The school fund, January 1, was $441,769, being an increase of $10,474.

5. PUBLIC SCHOOLS OF PENNSYLVANIA.

The annual Report of the State Superintendent of Schools, for the year ending June 6, 1859, and transmitted to the Governor Jan. 10, 1860, has been received. The number of Schools in the state, exclusive of Philadelphia, is 11,485; being 203 increase over the previous year, and 1,298 over the year 1854. There are 14,071 teachers, of whom 8,421 are males, and 5,640 females; of these, 1,013 are in the city of Philadelphia. The average salary of male teachers per month, is $24.36, of females, $17.79. The total number of pupils in the Common Schools, is 634,651. The entire amount expended for school purposes, including building expenses, is $2,579,075.77. The school system is growing in popular favor and efficiency, and the Superintendent, with his deputies in the counties, is zealously working to this end. The Lancaster County Normal School has been, during the year, officially recognized under the act of 1857 and the supplementary act of 1859. This is now in successful operation, under the direction of Prof. J. P. Wickersham. There is connected with it, an efficient Model School. Teachers' Institutes have been held in a number of counties, but they are entirely voluntary and receive no aid from the state. The Superintendent reports that "the county superintendency has been successful in exact proportion to the fitness and fidelity of the officers, modified in some instances by the inadequate compensation paid, or the persistent want of coöperation on the part of directors." The average salary of these officers, is about $600.

6. PUBLIC SCHOOLS IN TEXAS.

This State has no regular school system, nor can a country so sparsely settled as this have a very perfect one. There are no organized districts, and no laws about schools, except concerning the distribution of the public money, and reporting the scholastic population, and schools taught, etc. The State has appropriated two million dollars, and one-tenth of the annual State taxes, besides the land grant, as a school fund. The interest accruing from this is the general school fund, and is apportioned, every September, among the different counties, according to the scholastic population. The county courts then pay the tuition of orphans and children of indigent parents, not to exceed ten cents per day for actual attendance at school.

All of the schools are, in fact, private schools. The public generally furnish the school buildings, and the teacher teaches at a regular tuition per pupil, and receives his pay from his patrons, excepting the indigent pupils, and those who are at his option to take or not. The teacher must report to the county court the patrons of his school, and the number of days each patronizes, whether indigent or not, and gets the indigent tuition, and that is all he has to do with law, other than his own. The Schools generally commence in September, and continue forty weeks, and are divided into two equal sessions. The general rates of tuition are the following: common country schools, $1.50 to $2.00 per month; high schools (which are by far the greater portion), primary class, $15.00 to $20.00; music on piano, melodeon, or guitar, $20.00 to $25.00; languages, vocal music, painting, drawing, wax and fancy work, each $5.00 to $10.00 per session, for twenty weeks.

The country schools will average from fifteen to thirty pupils each; the city schools more, according to their popularity. A teacher, to do well here, must not be shifting about, but stay in one place.

There are some fine schools in the State, but none of them are producing the good that they would, was there more unity. Generally, the sexes are separately educated, and the schools are the pets of the different churches, which, together, causes much discord. Paris, a city of two thousand inhabitants, has six different schools, and each for itself. Could they all be united into one good union school, there would soon be seen much difference in the pupils, though some of the present schools are highly spoken of.—*Tribune and Telgraph.*

7. THE FREE SCHOOLS OF WISCONSIN.

The Milwaukie *Democrat* compiles the following summary from the report of the state school superintendent:—There are 3,538 school districts, 118 districts which have not reported; 1,611 parts of districts, 78 parts of districts which have not reported, and 657 school houses in joint districts. The average number of months that schools have been taught is five and a half; the whole number of children under four years of age who have attended school is 1,066, and of children over four and under twenty years of age, 2,914. The average number of months children between four and twenty years of age have attended school is four months and a half, and schools have been taught on an average by a male teacher three and a half months, and by a female teacher four months. The average amount of wages per month paid to male teachers has been $22 93, and to female teachers, $14 29. The total amount of money received from town and county treasurers and other sources is $441,058 99, and $536,860 66 have been paid for teachers' wages, $3,278 27 for libraries, and $147,175 54 expended for other purposes. $85,538 85 at the date of the report were unexpended, $227,672 06 had been raised by tax and expended for teachers' wages, $2,093 52 raised by tax and expended for district libraries, $144,328 99 raised by tax and expended on school houses, and $80,220 50 raised by tax and expended for other purposes. The total valuation of school-houses is $1,176,191 73, the highest valuation of any school-house $20,000, and the lowest $25. There are 4,377 school-house sites which contain less than an acre, 3,301 school-house sites uninclosed, 1,047 schools without a black-board, and 3,314 schools without outline maps. There are 1,071 district libraries, 179 joint libraries, 41,997 volumes in all the libraries, and 51,062 volumes have been loaned during the year. $75 93 has been collected for library fines, and $18 43 of that amount has been expended. There are 210 select and private schools other than incorporated academies, and the average number of pupils attending such schools during the year is 9,772.

8. EDUCATION IN THE RED RIVER COLONY.

In a letter published in the *Nor'-Wester*, by Mr. James Ross, we take the following information respecting the educational status of the Colony :

The Red River Settlement is pretty equally divided between Protestants and Catholics—there being in round numbers, about 4,000 of each. Happily, there is perfect harmony and good feeling between both sections. We are so situated that there is no need to intermingle for educational purposes, and thus the lamentable feuds, which mar the usefulness of educational systems in other countries, have not germinated here as yet. In the Protestant section, there are six or seven day schools, at which both boys and girls attend. Were all the children to attend, it could be shown that there are not schools enough ; and the fact that there is abundance of accomodation proves that the attendance is not as general as it should be. The once-famous "Red River Academy" has all but expired. It was really a credit to the country, and, though styled "Academy," would have compared favourably with many so-called "Colleges." Mr. Isbister, of London, whose attainments are admitted to be of a high order, was trained in this Academy. One who went directly to the University of Cambridge, took a scholarship at his first examination, held it during his Collegiate course, and graduated creditably. A second, who followed him a year later, ranked high in the examinations, but was prevented by illness from completing his course. A third went directly from it to the University of Toronto, took a scholarship at the first examination, took two the second year, held them for three years, and at the final examination obtained, besides a degree of B.A., two gold medals and one silver one. These are specimens of the students trained at the Red River Academy. Their success abroad must be attributed to previous training as well as to natural talent.

IV. Biographical Sketches.

No. 6. HENRY FISHER, ESQ.

(Late Chief Superintendent of Education for New Brunswick.)

Death has again been in our midst, and on this occasion he has claimed a valuable victim. After an illness of nearly six weeks, which terminated in an abcess of the lungs, Henry Fisher, Esq., Chief Superintendent of Schools for the Province, and brother to the Attorney General, expired at his residence in this City on Wednesday morning, in the 48th year of his age. Mr. Fisher was a man of christian character, fine talents, and a most kind and amiable disposition. His friendships were strong and permanent, and his memory and judgment were seldom if ever defective.—A harsh word never escaped him, and well can we bear witness to the fact, that while his information was truly extensive, he never wished to remain oblivious of the faults or failings of those with whom he came in contact. Nearly two years ago the government appointed him Chief Superintendent of Schools, and from that period till the very day upon which he took his last illness at a Teacher's meeting in this city, he never ceased to prosecute his arduous and important duties with a zeal which scarcely knew any bounds, and which in conjunction with a rather weakly constitution, finally led to his premature dissolution. As a public speaker and writer Mr. Fisher had but few equals in the Province ; and these gifts, with his untiring application and sound judgment rendered him a most valuable acquisition to the important office for which he had been selected. Instant in season and out of season at his post, he visited and lectured at almost every important station of the Province, during the short period of his official life, making friends among all classes of the community, and especially securing the good will and co-operation of that important one over which he had been appointed to preside. His loss, as a public man will long be felt throughout the country, while to those who knew him best, that loss will be felt most severely. Peace to his ashes ! a kinder man or a more attached and sincere friend we have never known. He has left a widow, two sons, and a large circle of brothers, sisters, and more distant relatives, to lament his dissolution, yet to acknowledge that their loss is his everlasting gain.—*New Brunswick Reporter, Feb. 3rd.*

No. 7. THE HON. JAMES CROOKS. M.L.C.

This gentleman died early on 2nd March, at his residence, in Flamboro' West, from the effects of a paralytic stroke. He has gone from amongst us, perhaps not so full of honor as of years, but highly esteemed and respected by all, for his manly, straightforward and honorable conduct through life. Mr. Crooks had long been prominent as a public man. He was a resident of Niagara from about the year 1794, having emigrated from Scotland quite young. He was in business many years in this place as a merchant, and we recollect his remarking once to us that he sent the first load of wheat and the first load of flour ever shipped from Upper Canada to Montreal. It was shipped from Niagara. Mr. Crooks represented Niagara in the Upper Canada Parliament, before the war of 1812. During the war he was captain of a company of the 1st Lincoln Militia, and fought gallantly at Queenston and other places. He was subsequently raised to the Legislative Council, of which body he was a member for upwards of twenty-five years. He was thoroughly independent in his views, and favored neither party in the Legislature, but was generally found supporting all good measures. The Hon. Mr. Crooks established the first paper mill in this part of the Province, and carried it on successfully for many years ; but he grew tired of business as old age wore on, and finally abandoned the paper-making business. The facilities at his command were limited, because the demand for paper was light, yet the Flamboro' paper mill supplied the wants of the entire community then ; now the case is different, and such an establishment would do but little in keeping up a supply for the newspaper offices within range of the old mill. Having held his seat by nomination from the Crown, the death of Mr. Crooks will not cause an election. He was in the 82nd year of his age, having been born in Kilmarnock, Scotland, in 1778 ; his demise will be deeply and sincerely regretted by all who knew him.—*Hamilton Spectator and Niagara Mail.*

No. 8. GEORGE BROUSE, ESQ.

Died at his residence Iroquois, on Sunday the 12th Feb., George Brouse, Esq., formerly M.P.P. for the County of Dundas, in the 71st year of his age. Over seventy years since, when the forest covered the bank of the St. Lawrence, the howl of the wolf, the bark of the fox, the heavy tread of the prowling bear, were matters of every day occurrence, was the subject of this notice born, on the very spot of ground where now stands the residence in which he breathed his last. He was the oldest merchant of Matilda ; one of the oldest Post Masters in the Province ;—was once a member of the Legislature of Upper Canada ; was one of the most active and useful men in the County ; the father of a large family, by whom he was fondly loved,—a kind neighbour, and a steadfast believer in the verities of the Christian Religion. So pass away the old men of our country. May the young men emulate their virtues.—*Brockville Recorder.*

No. 9. SIR WILLIAM NAPIER, K.C.B.

This gallant officer, whose death is announced, was born at Castletown, Ireland, in 1785. His father was Colonel the Honorable George Napier, and his mother the celebrated Sarah Lennox, daughter of the second Duke of Richmond. When but fifteen years of age, Sir William entered the army. He served at the siege of Copenhagen, followed Sir John Moore to the Spanish Peninsula in 1808, and was in command of the Forty-third Regiment at Salamanca, Nivelle, and Nive. The wounds which he received in the battles in which he was engaged, were emphatic proof of his daring and bravery as a soldier. For six years, from 1842 to 1848, when he was created a Military Knight, and became Colonel of the Twenty-seventh Regiment, Sir William was Governor of Guernsey. In 1851, he was advanced to the rank of Lieutenant-General. The intervals of leisure which he enjoyed were devoted to recording the history of the wars in which he had taken part. To his pen we are indebted for the "History of the War in the Peninsula and in the South of France, from the year 1807 to 1814." Against the current of popular and political prejudice, the work forced its way by its intrinsic fascinations, to the summit of public favour. The truth is, besides the genuine nationality of its object and its tone, there was a dignity in the treatment and a living verity in the descriptions, which led the mind unresistingly captive. Never before had such scenes been portrayed, nor with such wonderful coloring. The completion of this extraordinary work not only established Colonel Napier's fame as an author, but contributed probably, in conjunction with the brilliant services of his brother Charles, to improve even his professional position. He had indeed earned in the fair discharge of military duty all the promotion which now overtook him, for he had borne active and distinguished part throughout a protracted war, and was justly entitled to the gradual advancement reserved for its survivors. Sir William's devotion to the reputation of his brother is almost without a parallel. On this point he would brook no question at any hands. In the Ionian Islands, in India, in the command of a home district—wherever Sir Charles Napier was stationed, and whatever he did, his acts were right. The historian of the war in

the Peninsula even resumed his pen, for his brother's sake, to write the Conquest of Scinde, and so wholly must his heart have been in the task that his alleged preference of this work to his great achievement is not quite incredible. Even when the life and services of Sir Charles had terminated together, Sir William stood champion over his grave, and at the most critical period of Indian debates, his chief anxiety was for the reputation of his brother, which in these discussions he thought might possibly be impugned. How little measure he observed in the controversies which this devotion provoked, we need not stop to remark. His labors are now ended, and the image which will remain impressed upon the memory of the public is that of a noble soldier who did his duty in one of England's greatest wars, and who afterwards redoubled this service by raising for his country an imperishable monument of the glory she had acquired.

V. Papers on Practical Education.

1. RESPONSIBILITY OF PARENTS AND TEACHERS.

"Time was, when settling on thy leaf, a fly
Could shake thee to the root; and time has been
When tempests could not."

If to pilot a ship across the ocean be a work of great responsibility, requiring prudence and judgment, as well as knowledge and experience, much more is it such a work to guide an immortal spirit through the tumultuous sea of youthful passions and childish impetuosity, and to secure for it a safe passage through the dangers and perils of manhood and old age. A ship on the ocean may founder and go to the bottom, and no one, perhaps, suffer a single pain or breathe a single sigh; but an immortal soul, wrecked upon the shore of time, may spend an eternity in sighs and groans, but they can not undo the past or rectify a single mistake.

What the pilot is to the ship, the parent and teacher are to the child. The one conducts a frail bark far out to sea, beyond the reach of special dangers, and then surrenders his charge into other hands. The other guides a deathless spirit through the perils and quicksands of childhood and youth, and then leaves it to the mercy of a treacherous world, to drift upon the tide of circumstance, or to follow the bent of its inclinations given to it by parental training and discipline. Though they can not insure a successful issue, yet they are in a great degree responsible for the future career and the fate of the child; for it is expressly said, "Train up a child in the way he should go, and when he is old he will not depart from it." If, then, the words of the wise man are true, and if children do depart from the way they should go, or rather are never taught to walk in it, and go down to destruction and to eternal death, whose fault is it if not that of their parents and teachers?

Parents can not be too deeply impressed with the weight of the responsibility which presses upon them, or of the importance of the early religious training of the immortal spirits intrusted to their care. Next to their own salvation, there is no subject of so great importance, or that should command so much of their attention, their time, and their labor, as the spiritual and intellectual education of their children.

It is their duty to train them up for heaven—to fit them for usefulness in this world, and for the enjoyment of the rest and felicity of a better world. This obligation is laid upon them, and it is in their power, in a measure, so to do, else the injunction of the apostle had never been given them to bring up their children in the nurture and admonition of the Lord. Yet how many there are in every community, children even of professing Christians, who, through the negligence of their parents, or the force of their evil example, or the want of timely or judicious instruction, have grown up in ignorance; to become vicious, profligate and wicked men; a cause of grief to their parents, and a source of moral contagion to the wide circle of acquaintance in which they move. Many parents there are who see these evils, and charge them to their proper source, who at the same time are little conscious that the course which they are pursuing with their own children is tending to the same results—to profligacy and ruin.—*Advocate and Guardian.*

2. DO WE NOT EXPECT TOO MUCH FROM OUR PUPILS?

Do we not oftentimes expect too much from our pupils?—too much patient study, too much sobriety and earnest work? Are we not often disappointed that they do no better, when if we would but reflect a moment we should feel that the efforts they are making are really great and the results far more than we have any right to look for—they are not men; they are only little "boys"—fun-loving boys, joyous and overflowing with mirth and happiness, just as God intended boys should be; and the little tricks and jokes which cause us so much trouble and which we labor to check—who of us can not look back to childhood's days and recall many boyish tricks in which we took part; in how few did malice or evil motives have a part? who of us feels that his manhood is any the less happy or noble in consequence! Let us, then, in the discipline of our pupils remember that the things which simply annoy us, are to be distinguished widely from the really, wilfully wrong—and may it be our daily effort so to teach that when the boys shall be men, they may be good men, wise men, such men as bless the world while they live, and hear from God's own lips the "well done," when they die.—*Conn. Com. School Journal.*

3. OVERTASKING CHILDREN IN SCHOOL.

The subject of overtasking children in schools, has been considerably discussed in Salem, Mass. As a consequence, the committee of the classical and high schools have reduced the number of daily recitations from four to three. Thus far, the change has worked beneficially to the school.

4. THE CHILDS' HEART GOES TO SCHOOL AS WELL AS HIS BODY.

Think not your work is done and your contract fulfilled when you have made your pupils expert arithmeticians and skilful grammarians; the heart has come to school to you as well as the head, and takes lessons as regular, and often far more imposing and abiding than those you asign to the intellect. You yourself feel the conviction daily stealing over you.

Why is it that you almost involuntarily suppress the careless jest, the look of levity, or the scurrility, you, alas, may elsewhere indulge in, and put on the air, at least, of candor and virtue in the presence of those little children? Is it not that you feel that eyes bright with faith and affection are scanning every moment your actions, and imitative and impressible hearts are continually drinking in the manifestations of your mind and spirit; that your breath, if laden with profanity, would stain their souls with quick and indelible pollution.—*N. Y. Teacher.*

VI. Papers on Natural History.

1. INTERESTING CHARACTER OF BOTANICAL STUDY—LICHENS.

If "beauty be God's handwriting," as a pious naturalist has said, the study of it is no less the nursery of taste then of piety. Why has God so abundantly diffused it around us in earth, and air, and sky, but to be perceived and enjoyed? and where shall we find it so perfectly developed, and so easy of observation as in the delicate organisms of the vegetable kingdom? To the contemplative mind and educated eye, no walk can be uninteresting. The humblest wayside flower will amply repay the close observer for his attention, and he will often discover unexpected wonders in those "common things" which he has so often passed over with heedless indifference.

As the objects themselves are individually beautiful, and many of them enriched with delicious odours, the student is rewarded not only with the gratification of more than one of his senses, but his mind is refreshed by the traces of wisdom and design which he discovers at every step of the investigation. Who has not observed the early delight of childhood as it gathers the wild flower of the wayside? And who that has seen it, or remembers the days of his own childhood, but must admit that the love of the beautiful is one of the most universally bestowed gifts of God to man? If so, how careful ought we be to cultivate this divine emanation, so early bestowed upon us, and so well calculated to increase our enjoyment of the world in which our lot is cast?

"To love the beautiful is not to hate
The Holy, nor to wander from the true."

Far otherwise—to contemplate *beauty* in any natural object is to contemplate God, the fountain of all loveliness! for,

"There's not a flower
But shows some touch in freckle, streak, or stain,
Of His unrivalled pencil.
There is not one but
Seems, as it issues from the shapeless mould,
An emanation of indwelling life,
A visible token of the upholding loves,
That are the soul of this wide universe.

Let us thus drink it in at every sense, and study it in every form, for it is a charmed draught, a cup of blessing, a wayside sacrament, winning the soul to pay the homage of its admiration and its praise,

and leading it to a thankful consecration to the "Author and Giver of all good."

> "Happy who walk with Him, whom what he finds
> In nature, from the broad majestic oak
> To the green blade that twinkles in the sun,
> Prompts with remembrance of a present God."

* * * * * * * * * * *

To discover beauty and utility where we least expect to find them, is one of those pleasant surprises which we value most—an interesting instance of which lately fell under my own observation. I happened to be walking with some friends along one of our suburban roads; and observing some beautiful patches of *Lichen* on the surface of some stones in the wall, by the side of which our walk lay, I took out a small pocket-lens to examine them closely. All walked forward but one young lady, lately arrived in Ireland, from one of the great manufacturing towns in Yorkshire. She seemed highly amused at my inspection of the wall, and after looking at me for some time, she playfully inquired if I could "see farther into the stone wall than any one else." I asked her if she saw nothing peculiar in the aspect of the stones? to which she replied—"no—nothing!" "I see they are stones of different shades, and that's all." I now drew her attention to the broad circular stains of various colours; some brown, some of a whitish mealy green: some of a blackish brown, so thinly spread, so close and hard as to have almost the appearance of party-coloured stone. Handing her the glass, she soon discovered that they were minute vegetable incrustations, with beautiful little golden cups or discs, which stood out under the microscope distinctly from the surface upon which they grew. My young friends can well understand the surprise and delight of this discovery! As we walked along, every fresh patch of Lichen was carefully examined; and the wall, which but a few minutes before was wholly uninteresting to her, now seemed redolent of beauty.

Reader, what do *you* know about Lichens? You can scarcely ever take a walk without meeting with them, either upon the sunny side of the wall, upon the rugged stones beside the upland path, on the stems of trees, or on the apple-trees in your garden. Their aspects are as varied as their situations, but there is a certain peculiarity about all which convinces you that they belong to a separate group in the vegetable kingdom. The "beard moss" of the apple-tree, with its tufts of glaucous green, the mealy or pulverulent Lichens, staining the surface of the stones in beautiful ramifications, and the delicate greenish-white arborescent masses of the Reindeer Moss, found among the heath-stools on the moor, and the hoary "cup moss," with its bright scarlet rims—all belong to this interesting family.

Who would suppose that these humble denizens of rocks and wastes were nature's most industrious labourers in the preparation of the sterile rock for the reception of plants, and the great forerunners of all vegetation? Yet so it is. Linnæus, with his usual felicity, terms them vernaculi, or *bond-slaves*, from their being chained to the rock; and a little consideration will show how well they perform their duty in their humble sphere of labour.

Most of those which grow upon rocks generate a considerable amount of oxalic acid, which acts chemically upon the surface of the stone, and thus forming little cups or hollows that retain the moisture which gradually finds its way into the crevices of the rock. The frosts of winter rend the moistened surface into minute fragments, by their expansion, and thus a thin film of soil is added yearly. Successive generations of these "bond-slaves" indefatigably perform their duties, until at length, as the result of their accumulated toil, the barren rock—the pumice or lava of the volcano—become converted into fruitful fields. "When Flora has once planted her standard she never relinquishes her hold. Her storming party keeps possession of the breach until her reserves come up in order—mosses, and ferns, and grasses, and trees, and flowers, successively establish themselves on the acquired territory, and the conquest is complete."
—*J. B. D. (Sandymount), in the Irish Evangelist.*

VII. Miscellaneous.

1. THE GREEN MOSS.

Delicate thing is the green, green moss
That clings to the crumbing wall;
Its mother's the damp from the cold, cold earth,
The air we its sire may call;
For it is fed by the breeze with the tiny dust,
And drinks of the eve's soft tears,
And daintily spreads forth its emerald crust
O'er the stone it had nursed for years;
And living on the rich man's loss,
A tale is told by the green, green moss.

It creeps o'er the tomb of the bold and brave,
That crumble to dust alone;
And spreadeth a shroud o'er the poor man's grave
Which not e'en a friend will own;
It silently telleth how pride decays,
And how vain that pride has been,
And the mouldering towers of ancient days
It loveth to mantle and green:
Glorying in the rich man's loss,
A tale is told of the green, green moss.

A carpet it spreads o'er the marshy bed
Where the forests imbedded rest,
And mildly it raiseth the delicate head
From the mouldering princely crest;
And the fair green moss on the old church spire
Tells how bright a life may be,
When age rings the curfew to quench youth's fire,
If the heart from guilt be free:
Rising on the ruined loss,
How true a tale tells the green, green moss!

2. THE YOUNG QUEEN—A BEAUTIFUL INCIDENT.

William IV. expired about midnight, at Windsor Palace. The Archbishop of Canterbury, with other peers and high functionaries of the kingdom were in attendance. As soon as the "sceptre had departed" with the last breath of the King, the Archbishop quitted Windsor Castle, and made his way, with all possible speed to Kensington Palace, the residence at the time of the Princess—already by the law of succession, Queen Victoria. He arrived long before daylight, announced himself and requested an immediate interview with the Princess. She hastily attired herself and met the venerable prelate in her ante-room. He informed her of the demise of King William IV. and formally announced to her that she was, in law and right, successor to the deceased monarch. "The sovereignty of the most powerful nation of the earth lay at the feet of a girl of eighteen." She was, *de jure* queen of the only realm, in fact of history, "on which the sun never sets." She was deeply agitated at the "formidable words, so fraught with blessings or calamity." The first words she was able to utter were these, "I ask your prayers in my behalf." They knelt down together; and Victoria inaugurated her reign, like the young King of Israel in the olden time, by asking from the Most High, who ruleth in the kingdoms of men, "an understanding heart to judge so great a people, who could not be numbered nor counted for multitude." The sequel of her reign has been worthy of such a beginning. Every throne of Europe has tottered since that day. Most of them have for a time overturned. That of England was never so firmly seated in the loyalty and love of the people as at this hour. Queen Victoria enjoys a personal influence, too—the heartfelt homage as a wife, a mother, a friend and benefactor to the poor, a Christian woman—incomparably wiser and greater than any monarch now reigning. She is loved at home and admired abroad. In America there exists a more profound and abiding respect for Victoria than perhaps for any other living person. Being a practical people, we recognize and appreciate the value of her example to rulers and the ruled.

3. THE QUEEN AND HER CHILDREN—PRINCE ALFRED'S RESPECT FOR THE SABBATH.

The *Star of the East*, a paper published at Athens, Greece, speaks in high praise of a beautiful letter written by Queen Victoria to Amelia, Queen of Greece, to thank her for the kindness she exhibited to her son, Prince Alfred, during his late visit to that classic land. The warm heart of the Englishwoman has not been chilled by the conventionalities and forms surrounding the monarch of a great nation; and a mother's love had, undoubtedly, quite as much to do with the dictating of the epistle as a wise regard to policy. And here we may as well mention a pleasing incident connected with the stay of Prince Alfred at Athens. It may allay any fears that have been entertained, lest the young Prince should prove to have been injured by his tour through Europe, and spoiled by the adulation he has received everywhere, and not least of all in the "Eternal City." The celebration of the Olympic Games, (revived in December last, for the first time since the days of their suppression through the influence of Christianity,) happened to be under way at the very moment when the Prince reached Athens. Hearing of his expected arrival, the committee of management deferred the horse-race in the hippodrome—one of the most important parts of the festive occasion—from Monday until the succeeding Sunday, so that he might grace it with his presence. "But the son of the Queen of England

had received a different education from the gentlemen of the committee, and answered positively and emphatically that 'he could not be present at the race, on the holy day of the Lord,' and the committee postponed it anew until the next Tuesday, when it took place." One of the Athenian papers mentions this circumstance under the heading of "A fine but useless lesson," and adds, that with singular disregard for the wholesome instruction they might have drawn from Prince Alfred's reply, the committee appointed the foot-race for a succeeding Sunday.

4. LORD BROUGHAM AND MR. GLADSTONE.

The *Scotsman* says:—"A very significant compliment to Mr. Gladstone's oratory, and a very striking incident in itself, appears not to have been marked by our London contemporaries. We mean the presence of Lord Brougham within the walls of the House of Commons for the first time during very nearly thirty years; that is, since he left it in 1830, to become Lord Chancellor. It is pretty well known that Lord Brougham left the House of Commons to preside over the House of Lords, with the utmost pain and reluctance; that his own most earnest desire was, not to accept any office which necessitated the abdication of his position as a member for Yorkshire, and that he took a position nominally and titularly higher only at the most urgent entreaty and virtual command of his party. Since his removal, he has never once been known to enter as auditor within those walls which had so often echoed with his eloquence. On Friday night, for the first time, he overcame this remarkable reluctance; and then, too, for the first time, it is understood, he heard the man who now occupies the position he himself so long held unrivalled and undisputed—the greatest orator in the British House of Commons. Lord Brougham was seen to listen intently during the whole four hours during which Mr. Gladstone unfolded his budget, and is known to have expressed the highest admiration of the speech, as a masterpiece of clear and skillful statement and persuasive rhetoric."

VIII. Short Critical Notices of Books.

—— Manual of Public Libraries, Institutions, and Societies in the United States and British Provinces; by Wm. J. Rhees. Philadelphia: J. B. Lippincott & Co. This valuable work, compiled by the First Clerk of the Smithsonian Institution, Washington, was intended to have been merely a continuation of the report of Prof. Jewett, published in 1850; but being more extensive than was originally designed, it has been published by the compiler himself. It contains a sufficiently minute and interesting account of all the various libraries in the United States and the British Provinces, whether Public, Collegiate, or School Libraries. The list of libraries and the index are pretty full, and render the work of the greatest value as one of reference on this particular subject. We shall have pleasure in making extracts in a future number of this *Journal*.

—— A Select Glossary of English Words formerly used in senses different from their present; by the Very Rev. R. C. Trench, D.D., Dean of Westminster. New York: J. S. Redfield. Dr. Trench is so well known as an able English philologist, that his works do not require special commendation from our hands. The object of the author has been to furnish a select glossary of English words for the careful study and mental discipline of that class of young men who neglect or have not sufficient opportunity to enjoy "the inestimable advantages" of a study of the Greek and Latin languages. The words are alphabetically arranged, and the old and new meanings copiously illustrated.

—— Guide to a Knowledge of Life, vegetable and animal; being a comprehensive manual of Physiology, viewed in relation to the maintenance of health; by R. J. Mann, M.D. New York: C. S. Francis & Co. This seems to be an excellent work of the kind. It is well arranged and is written in a clear and interesting manner. The illustration and verbal explanation of technical words in the text, render it a useful manual.

—— The Origin of Species, by means of natural selection, or the preservation of races in the struggle for life; by Charles Darwin, M.A. New York: D. Appleton & Co. To do justice to so comprehensive a work as this, although it is merely an "Abstract" of a larger one in preparation, would far exceed the limits at our disposal. The high authority of Mr. Darwin as a close and accurate observer in natural history invests his present work with an additional degree of interest, and will cause it to be extensively read. He seeks to establish the fact that each species of plants and animals belonging to the same genera has not been independently created; that the species are not unchangeable, but that those which belong to the same genera are the lineal posterity of another and generally extinct species. As a coincidence of the view of another independent labourer in the same part of science, Mr. Darwin, in his preface, says, that Mr. Wallace, who is now studying the Natural History of the Malay Archipelago, has, without any previous knowledge of his theory, arrived at the same conclusion with regard to the origin of species. Although Mr. Darwin's views may be strongly opposed, his work will be looked upon as another valuable contribution to the investigation of the science of Natural History.

—— Memoirs of James Wilson, Esq., of Woodville; by the Rev. James Hamilton, D.D. New York: Carter & Bro. This is a delightful work in biography of the brother of the distinguished Prof. John Wilson, of Edinburgh, from the gifted pen of the well-known author of "Life in Earnest," "Mount of Olives," "the Royal Preacher," and other kindred works. It is full of incident and anecdote, such as might be expected to fill up the good and active life of so industrious a contributor to Magazines and Natural History publications of Scotland and England as Mr. Wilson. The extracts from his letters and selections from his lighter literary efforts, given by Dr. Hamilton, prove him to have been of a kind and genial disposition, as well as possessed of a versatile pen.

—— Life of the Rev. Richard Knill; by C. M. Birrell. New York: R. Carter & Bro. This sketch of the life of an estimable Congregational Minister, who was for many years a missionary at St. Petersburgh, is written with a good deal of vivacity and apparent fidelity to the every day lifel-ike character of a Christian missionary. The interesting review of Mr. Knill's life and labours appended to the volume, from the pen of the venerable John Angell James, deserves additional interest, from the fact that it was his last act, and its revision was only completed a few hours before this excellent man ceased at once to work and live.

[Other publications received from Messrs. Carter, in our next.]

IX. Educational Intelligence.

CANADA.

—— Niagara Grammar School Prize Pupils.—A very interesting examination took place last week, in the Town Hall, of boys belonging to the Common School, who were candidates for admission into the Grammar School, pursuant to a late resolution of the Board of Trustees. The Chairman of the Board, Col. Kingsmill, and the Rev. Mr. Phillips, conducted the examination. Five candidates presented themselves, and the competition among them was so close and so creditable that the judges were hardly able to decide where the advantage lay. Three boys were, however, selected, but the merits of the other two were so nearly equal, that the examiners could not find it in their hearts to reject them, and it was determined to admit all five. This commencement to open the Grammar School to prize pupils from the Common School, is one of the best moves that has been made for years, to create a new spirit in school matters. It will have the best result imaginable to the pupils in the Common Schools, as offering a valuable prize for successful studies, and thus creating a spirit of emulation that will be shared in by all. It is not only a proper reward for the best boys, but it will stir up the most sluggish and careless to think more of their school and the advantage of application to their books. To Col. Kingsmill the public is mainly indebted for this new feature in our schools, and in which he has been handsomely seconded by the Board of Trustees and the Master of the Grammar School.—*Niagara Mail.*

—— Tobacco forbidden in the London Schools.—The School Trustees of London, U. C., have found it necessary to strictly prohibit the use of tobacco by the teachers during school hours.

GREAT BRITAIN.

——Miss Coutts' Munificent Donation to Oxford.—It is stated that Miss Burdett Coutts has signified her wish to present to the University of Oxford a rich collection of Devonshire fossils; and also to appropriate the sum of $5,000 to found two annual scholarships for advancement in geology and similar natural science.

—— MARINE COLLEGE IN ENGLAND.—Dr. Winterbottom, has bequeathed $100,000 to trustees, to establish a Marine School or College in South Shields, England, for the education of seafaring men, free of cost, in nautical astronomy and the higher branches of navigation.

X. Departmental Notices.

CANDIDATES FOR GRAMMAR SCHOOL MASTERSHIPS.

The next examination of candidates for Grammar School masterships, will take place in the Normal School Buildings, Toronto, on the first Monday in April.

NOTICE TO GRAMMAR SCHOOL MASTERS.

The vacations in the Model Grammar School have been lately altered so as to allow an opportunity to Grammar School Masters of visiting the school during their own vacations. The sessions, will in future, extend from the Monday after Easter until the fourth Friday in July, and from the Monday following the end of a seven weeks' vacation from that day until the 22nd of December.

POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, *must be pre-paid,* at the rate of one cent, *and be open to inspection,* so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cts. and 21 cts. on each package, including the Post Office fine of nearly *fifty per cent.* for non-payment.

PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the new Postage Law, the postage on all books, printed circulars, &c., sent through the post *must be pre-paid by the sender,* at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will, therefore, please send such an additional sum for the payment of this postage, at the rate specified, and the new Customs duty, as may be necessary.

INDISTINCT POST MARKS.

We receive, in the course of the year, a number of letters on which post marks are very indistinct, or altogether omitted. These marks are often so important that Postmasters would do well to see that the requirement of the post office department in relation to stamping the post mark on letters is carefully attended to.

SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages, and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools will be sent direct to the head Masters, upon application to the Department.

PUBLIC SCHOOL LIBRARIES.

"Township and County Libraries are becoming the crown and glory of the Institutions of the Province."—*Lord Elgin at the Upper Canada Provincial Exhibition, September,* 1854.

The Chief Superintendent of Education is prepared to apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law. Prison Libraries, and Teachers' County Association Libraries, may, under these regulations, be established by County Councils, as branch libraries.

PRIZES IN SCHOOLS.

The Chief Superintendent will grant one hundred per cent. upon all sums not less than five dollars transmitted to him by Municipalities or Boards of School Trustees for the purchase of books or reward cards for prizes in Grammar and Common Schools. Catalogues and Forms forwarded upon application. Where Maps, Apparatus, Prize, or Library Books are required, it will be necessary to send *not less than* $5 for each class.

SCHOOL MAPS AND APPARATUS.

The Chief Superintendent will add one hundred per cent. to any sum or sums, not less than five dollars, transmitted to the Department by Municipal and School Corporations on behalf of Grammar and Common Schools; and forward Maps, Apparatus, Charts, and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person, acting on behalf of the Municipality or Trustees, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of articles to be sent can always be made by the Department, when so desired.

NO PENSIONS TO COMMON SCHOOL TEACHERS, UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools in Upper Canada who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent without delay, if they have not already done so, their annual subscription of $4, commencing with 1854. The law authorizing the establishment of this fund provides, "*that no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*" No pension will be granted to any teacher who has not subscribed to the fund.

LOVELL'S SERIES OF SCHOOL BOOKS.

NEW BOOKS JUST PUBLISHED.

THE NATIONAL ARITHMETIC, in theory and practice (in decimals.) By J. H. Sangster. Price 60 cts.

NOTES AND EXERCISES IN NATURAL PHILOSOPHY, including Statics, Hydrostatics, Pneumatics, Dynamics, and Hydrodynamics. By J. H. Sangster. Price 75 cts.

THE CLASSICAL ENGLISH SPELLING BOOK, comprising all the important Root words from the Anglo-Saxon, the Latin, and the Greek, and several hundred exercises in derivations and in verbal distinctions. By Geo. P. Vasey. Price 20 cts.

ENGLISH GRAMMAR MADE EASY, and adapted to the capacity of children; in which English accidence and etymological parsing are rendered simple and attractive. By Geo. P. Vasey. Price 20 cts.

THE BRITISH-AMERICAN READER, for the use of Schools, on the History, Geology, and Botany, Natural History and Productions, Climate and Scenery of British North America. By J. Douglas Borthwick. Price 50 cts.

For sale by R. & A. MILLER.
87 Yonge Street.
Toronto, February, 1860. [*np 3t.fna* 10d.

JOHN ELLIS, ENGRAVER and LITHOGRAPHER, 8, King Street West, Toronto. Trustees supplied with School Seals at $2 each; also Lever Presses and Dies for Corporations or Notaries, at $8. Arms or Crests on Envelopes.—Visiting and Wedding Cards.
Toronto, February, 1860. pd 3t. *fna.*

ADVERTISEMENTS inserted in the *Journal of Education* for twenty-five cents per line, which may be remitted in *postage stamps,* or otherwise.

TERMS: For a single copy of the *Journal of Education,* $1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

☞ All communications to be addressed to Mr. J. GEORGE HODGINS, *Education Office, Toronto.*

TORONTO: Printed by LOVELL & GIBSON, *corner of Yonge and Melinda Streets.*

JOURNAL OF EDUCATION,

Upper Canada.

VOL. XIII. TORONTO: APRIL, 1860. No. 4.

CONTENTS OF THIS NUMBER.

PAGE

I. EXTRACTS FROM RECENT SPEECHES DELIVERED IN UPPER CANADA—(1) The Hon. Wm. H. Draper, C.B.: "Architectural Improvement in Upper Canada." (2) Rev. Dr. Ryerson: "Elements of Social Progress." (3) Rev. John McCaul, LL.D.: "The Claims of the Deaf and Dumb." (4) Rev. Wm. Hincks, F.L.S.: "The Educational Advantages of Natural History." (5) Rev. J. Travis Lewis, LL.D.: "Education—What it involves. Expediency of State intervention." (6) Rev. George S. J. Hill, A.M.: "The object and mode of imparting Education." (7) A. Dingwall Fordyce, Esq.: "Teachers' Associations—Principles which should govern them." (8) James A. McLennan, Esq.: "The English Language—Its functions and power." (9) Bayard Taylor, Esq.: "The Phenomena of an Arctic Winter" 49

II. PAPERS ON A TRUANCY LAW—(1) Extract from Judge Hagarty's late Charge. (2) Visit to the Penetanguishene Reformatory. (3) Truancy Institution in Brooklyn. (4) New York Truancy Act. (5) Truancy 55

III. PAPERS ON PRACTICAL EDUCATION—(1) Subjects too little taught in our Schools. (2) Necessity of Historical Knowledge. (3) Children as future Rulers. (4) Girls' Rights 57

IV. PAPERS ON NATURAL HISTORY—(1) To Boys: Destruction of Birds forbidden in Germany. (2) Cause of Death among the Gold-Fish. (3) Sounding Shells. (4) Natural Compass. (5) Agricultural Distribution by the United States Patent Office 58

V. PAPERS ON PHYSIOLOGY AND HEALTH—(1) Purification of Foul Water. (2) Instantaneous Disinfection. (3) Necessity of Upper and Lower Ventilators in a School-room. (4) Single and Double School Desks 59

VI. PAPERS ON COLONIAL SUBJECTS—(1) Colonial Possessions of Great Britain. (2) British North American Colonies. (3) The Position of Canada. (4) The Progress of New Brunswick. (5) Capital of the Hudson's Bay Company. (6) French Colonization in America 59

VII. STATISTICAL AND GEOGRAPHICAL PAPERS—(1) The Population of the World. (2) The New Italian Kingdom. (3) Population of China. (4) Population of California. (5) Population and Education in Russia. (6) Telegraphs and Railroads in Russia. (7) Income of London Charities. (8) Business at the Port of Liverpool. (9) The Gulf Stream..... 60

VIII. MISCELLANEOUS—(1) Spring. (2) The New Great Seal of England. (3) The various Silk Fabrics. (3) Manufacture of Penny Postage Stamps 61

IX. SHORT CRITICAL NOTICES OF BOOKS—(1) The Missing Link. (2) Haste to the Rescue. (3) The Cottage and its Visitor. (4) The Arctic Exploration. (5) Life of Dr. Kane. (6) Life in Spain. (7) Modern History. (8) Compendium of American Literature..... 62

X. EDUCATIONAL INTELLIGENCE 63

XI. Departmental Notices and Advertisements..... 64

EXTRACTS FROM RECENT SPEECHES DELIVERED IN UPPER CANADA—CHIEFLY EDUCATIONAL.

I. THE HON. WM. H. DRAPER, C.B.

Chief Justice of the Court of Common Pleas.

ARCHITECTURAL IMPROVEMENT IN UPPER CANADA—THE LAW COURTS, COURT HOUSES, CHURCHES, &C.

At the recent re-opeping of Osgoode Hall, Chief Justice Draper spoke as follows:—"The unquestionable superiority, in every respect, of the buildings provided for the holding of our Courts, over every other devoted to a similar purpose that has preceded them in Upper Canada, is no insignificant type of the character of the general improvement of the Province. Our early settlers—the hardy pioneers of improvement—were glad to be under the shelter of a rough log house, to find protection against the storm and tempest, the heat of summer, and the inclemency of winter. The necessity of a due administration of laws, without which no frame of human society can be held together, could only be supplied in proportion to their limited means; and the buildings for that purpose were inevitably of the plainest structure, of materials which were cheapest and most readily procured. It is within my own remembrance that the sittings of the Court of Queen's Bench for Upper Canada, were held in a building within a quarter of a mile of this very spot, whose external appearance was scarce equal to that of any building which may now be seen around the dwelling, and forming part of the homestead of our industrious and successful farmers. But intelligence, industry, and integrity—the motto of our flourishing city of Toronto—were at work throughout the Province, and resulted, not simply in the accumulation of independent means, amounting in many instances to wealth; but produced also a desire for the acquisition and diffusion of knowledge, for the study of liberal arts and sciences, by the cultivation of which the thoughts and habits of the people might be elevated and refined; and in the fullest proportion to the increase of our material resources, has been the striking development of our educational system, together with an expanding and ennobling view of our social position, its advantages and its obligations. Thus, while comfort and even luxury have found establishment in the farmers' houses; while those engaged in commercial pursuits, and here and there some members of the liberal professions, have erected residences which ornament our principal cities and towns, and their environs, the religious feeling of the people has prompted and accomplished the erection of houses of worship to God, the Giver of all good; suited in many instances to supply the coming as well as the present generation; and their respect for law and justice, and for the authorities constituted to administer them, has displayed itself in the efforts of the various municipalities to erect Court Houses, ornamented in design, substantial in structure, and fitted up with a due regard to the dignity of their object and employment. And in that spirit has this building been completed. The Law Society, under the sanction of, and liberally aided by, the Government, undertook to provide for all time to come for the accommodation of the superior Courts of law and equity; and, in fulfilling that undertaking, have shown a determination on their part to keep pace with, not merely the actual, but the prospective advancement of the country; and not merely to follow, but to surpass the efforts so honourably made by the County Councils, to provide accommodation which the most fastidious could not help admitting to be abundant, joined to a display of architectural style and finish which makes not merely an ornament to the city, but reflects credit on Upper Canada at large. And it is impossible to deny that they have fully succeeded; that to this city, already deserving of notice for some of its ornate public buildings, they have added a new and brilliant decoration, worthy of the purposes for which it is set apart. To the Benchers, and especially to the building committee, we offer our congratulations on the completion of

their undertaking, accompanied by the expression of our very hearty desire, that by the continuance of that good understanding and mutual co-operation which has hitherto always existed between the Bench and the Bar, the interests of suitors may be duly and properly attended, to, and an unsullied character for purity of administration of justice be transmitted from generation to generation.

II. REV. DR. RYERSON,

Chief Superintendent of Education for Upper Canada.

ELEMENTS OF SOCIAL PROGRESS.

After stating how necessary it was to have mental repose, in order that the mind should be in a fit state to thoroughly digest those subjects which a person would desire to bring before an assembly, Dr. Ryerson proceeded to say that he would content himself on that occasion with laying a few practical suggestions before them. He remarked that the subject he had to deal with was alike important to all ages, all conditions, and all classes of the community. The question is, what does social progress assume and imply? It assumes the existence of society, the formation of that society by individual members, it means, in the large and more extensive sense, that which confers upon society advancement, both in an intellectual and moral point of view. In the larger sense society is made up of all grades and classes of the community.

The rev. lecturer here noticed the constitution of the United States and that of Great Britain; and in referring to the British constitution, he remarked that it had now grown into a magnificent structure, which those who belonged to that empire and lived under its sway rejoiced in, a constitution which is a glory and an honour to the British nation, and in connexion with which the largest freedom is enjoyed. Now, a constitution of this discription required, of course, the punishment of the lawless and disobedient, those who refused to comply with its just and equitable laws and requirements; it is necessary that punishment must be awarded to those who violate the laws of the land. It is, therefore, necessary that there be properly constituted officers of justice, in order to carry out the executive, and it is also necessary that there be a class of persons for interpreting the laws. There are jurors, judges and magistrates for the proper anministration and carrying out of these laws, in order that peace, order, and harmony may be maintained. It is also necessary for the social compact that laws should be framed, and in order to the accomplishment of this, legislators are invested with this power, although they are selected in different ways in different countries.

Political economy is that by which the wealth of a country or nation is developed. The person in whom is invested the supreme power goes by different names or titles. In one country he is called a governor, in another, a president, in another, a king, and in another, an emperor, names which indicate that supreme power is vested in these individuals, who stand at the head of the social fabric. This may be termed social progress in the largest and more extended sense. It assumes the possibility of improvement and advancement in that which conserves to the benefit and advantage of these various individuals who compose the social fabric.

What, it may be asked, does social progress imply? It implies the progress in the arts and sciences, the attainment of that knowledge which will tend to the elevation of an entire people. The reverend doctor then noticed the negative of the question for a short time. He said social progress did not imply exemption from labor. Many persons think of ease and enjoyment, freedom from labor, in connexion with social progress, but this is a great mistake—no one should assume the exemption from labor in connexion with it. Were the whole heavens dripping with dew, and the earth bringing forth more abundantly, so far from elevating man, apart from his own industrial exertion and activity, both bodily and mentally, so far from elevating him in the scale of human kindness and moral well-being, it would degrade him, it would enervate him, and morally enfeeble him. Labor is stamped upon the vast universe of God; labor is necessary in order to gain the prize; it is required and absolutely necessary throughout life, and in accordance as it would be bestowed we would advance and reap the rewards of our labor. Instead of seeing young men of our own day, who should be the hope of the country, devising all means by which to escape their share of toil and labour, instead of seeing the most promising characters blasted, we would see them manfully bearing their part of honest toil and industry. It is a bad sign, in a country like this, to see our young men crowding certain professions; in the very course and order of things this will lead to very bad results. It is a bad sign when they shrink from labour, from honest toil and industry, and leave the country, to go elsewhere in search of that which they fondly hope to attain, and which they look forward to as the goal of all their ambition, to enjoy themselves in ease and contentment, to have freedom from labor. It does not imply the necessary accumulation of wealth. It is possible that this may come upon us, and lead to the indulgence of appetites and passions, which will curse rather than elevate our social as well as moral well-being in connexion with the social fabric. Large wealth does not beget large views. We often see in the possession of the greatest wealth the smallest and most contemptible mind. It is incumbent upon each individual to cultivate his own mind, and to bestow culture upon these noble faculties of the mind with which God has endowed each one of us.

Parents who toil from Monday morning to Saturday night, it being their one, their chief aim, by the dint of frugality and economy, to lay up a competency for their children, so that they may throughout subsequent life enjoy themselves in ease and comfort, have acted a very unwise, a very injudicious part. Careful and attentive observation will show that such has been the case. It is only by the mental and moral cultivation of the young, by energetic and vigorous exercise, that we lay a sure foundation for the country's welfare and prosperity. They are the men whose characters are formed, while those who have to rely upon what their parents or others may leave them, without depending in any measure upon their own individual exertions, prove to be in too many instances a curse rather than a blessing to the country. There may be cases of persons following different professions and trades, that may reasonably have good cause to go from one place to another in search of employment, being driven by the force of circumstances, but that is a very different thing from that spirit of restless, worthless ambition, which is too often manifested in our own day.

As society consists of individuals, social progress implies the influence of individuals. We must aim at having each individual impressed, if possible, with the necessity of individual effort being put forth. Social progress implies, in the first place, the culture of the moral faculties, in order that we may do that which is right in the sight of God and man. It is indispensably necessary that the faculty of conscience should be maintained in good health in order that it may fulfil its important office, for the direction of the whole. It is necessary, if a man would answer the great end of his being, that he pay particular attention to that great faculty which Almighty God has placed within him, and that silent monitor that warns every man of his danger, and checks him when he goes astray, and to see to it well that he does not stifle the voice of conscience; then he can go with all the confidence it secures and inspires him, and manfully look up and face his fellow man.

The first elements in individual progress is the culture of the moral faculties; the second the culture of the religious affections. This is a very important element in social progress. Our existence cannot be separated from that divine being "in whom we live, and move, and have our being." Other powers can be advanced when these faculties are cultivated. The rev. doctor here very eloquently referred to the heathen gods of antiquity, and showed the debasing influence they exerted upon the human mind. Can it be otherwise, then, that he who walks with the divine being must be elevated? Then it will be that the character of man will be laid upon the true, the permanent basis. When there is a being who rules over all, who watches over all, can it be otherwise, then, that a salutary influence will be exercised over the entire man. There cannot be any prosperity, there cannot be any social progress, without the culture of the religious affections, and this he, the lecturer, would urge without any reserve.

Social progress implies a culture of the mental faculties. When the affections of the mind and heart are placed upon the proper object, it is then that the whole faculties of the mind will be improved. One description of mental power, which should be specially impressed upon his audience, is the power of thought, in bringing forth its latent powers, its latent energies, and which will have the beneficial effect of enabling the mind to grapple successfully with the great question it may be called upon to deal with. It is often the case, that without this faculty of the mind being improved, that the mind is passive in reading, and the consequence is, that we read with little or no advantage and profit. The whole system of mental culture should rather have for its grand object the cultivating of that which is within, than adding from without.

By what means may social progress be improved? First, by aspiring and having a due appreciation of individual importance. It is a common fault to think too much, rather than too little, of ourselves; but there is one sense in which we cannot attach too much importance to ourselves, and that is to attach a high value to the great powers with which we have been so highly favoured and blessed, and by which we can rise high in the scale of intellectual grandeur and excellence, being possessed with an immortal soul, that is capable of an inconceivable state of happiness throughout eternity. Another element is to make the most of the powers with which we are favoured. It is often the case that those who have the most opportunity to accumulate a large library, and other means at their disposal by which they have it in their power to gain a vast amount of information, make the least improvement. If we would excel, and become ornaments to society, we must make the most of the privileges we enjoy. If we would look at those celebrated individuals

whose names are handed down to us, we will find in many instances that external circumstances were against them, not only to discourage them in their efforts, to cast briars and thorns in their way, but to blast their reputation. It is the will that finds the way; it is the individual exertion that succeeds. Let none be discouraged on account of the limited means which they enjoy. What was it made such men famous, whose names are handed down to us on history's page; such as Demosthenes, Cicero, Aristotle, Pliny, and many others! What, but by improving the means they enjoyed, limited as they were, when compared with ours. While some of our powers are to be cultivated, and thus enlarged, others are to be kept under, or to be held in subjection.

It is highly essential and necessary to control our animal faculties. All which we possess should be so cultivated, cultured, and restrained, as to be our servants, and not our masters. A man who is a slave to sloth will slumber away, injuring himself both bodily and mentally, and cannot expect to excel. The speaker said, that as far as relates to himself, he accummulated more knowledge between the hours of three and six in the morning, than he did during any other time, a practice which he commenced at twelve years of age, and had it not been for this he said that in all probability he would not now occupy his present position, never have appeared abroad, but would at the present time be laboring on the farm on which he was brought up. That which is intended as a means to refresh and invigorate the body should not be abused, should not be used as a means for stupefying it. Our appetites must be kept under. The reverend doctor here referred to the enslavement caused by the abuse of ardent liquors, where in all probability not only the poor drunkard is ruined, but his family also involved in destruction and ruin. How many who would have shone in our own, as well as other days, if the abilities and talents which they possessed had been directed in the proper channel, but by the abuse of alcoholic liquors their characters have been blasted, they have been cut off in the flower of their days, and found a drunkard's grave. Sensuality is the grave of all social progress. A sensual man is a mere animal. Sensuality is the greatest enemy to social progress.

In order to advance in the scale of social greatness, it is well to associate with individuals whose minds are further advanced than our own. Our engagements, and other reasons, may prevent this, but the facilities afforded us in the present day, to have access to great minds, by the establishment of public libraries, and also the ease by which private purchases can be obtained, will abundantly make up for it. As great care and caution are required in the selection of our society, equal care should be taken in the selection of our libraries. It is not the man who reads almost everything that comes in his way, does not pass over the light literature of the day, reads for the purpose of passing the hour, who will excel. In order to excel, there must be mental energy and activity, we must read books, not for the purpose of superseding thought, but developing it. The whole universe is divided into that which is material, and that which is immaterial. One may study the History of Greece and Rome, may fully master the facts and statements therein made, be able to pass any examination with reference to them, and not be really benefitted by so doing, not be able to read and grapple with the great truths and facts with which he has become conversant, not be able to contrast and compare so as to contribute to his advantage and profit. Mental activity and improvement lie at the foundation of our elevation. It is by our coming into contact with great ideas that the mind becomes great: on the other hand, he who is occupied with little things, his mind becomes little. Never yield to disappointment, until you master the object at which you are aiming. It is important that we look at what is transpiring around us in an intelligent manner. Let us act upon the principle of true social progress, let each individual act for himself, and let that be stamped upon each individual member of society. It is then that we shall excel in every sense of the word.

(We regret that time and space prevent our giving the report at fuller length of this exceedingly interesting lecture, which was warmly applauded throughout.)—*Prototype.*

III. Rev. John McCaul, LL.D.

President of the University College, Toronto.

THE CLAIMS OF THE DEAF AND DUMB.

At the recent examination of deaf and dumb in this city, Dr. McCaul, after a few preliminary observations, proceeded to say: that at the time when the training of the deaf and dumb was first commenced the great point which those interested in them desired to develop was the lip language; that is, that the pupils by sight should be able to tell the words uttered by the formation or position and changes of the lip. This system has now very generally been abandoned; and instead of it the sign-language is used. Of this there are two kinds—methodical and natural or imitative. The first of these was fully developed by de l'Epée and Sicard, but the latter is now commonly used, and the deaf-mute is taught the use of the vernacular language of his country-men. He is thus enabled to communicate his thoughts to others, and receive knowledge through books and from others. Before he sat down he felt called upon to advert to what he considered the general claims of the institution upon this community, as well as upon the country at large. The first and the most obvious was that which would present itself to any mind—namely, the deplorable position of those for whose benefit the society had been established, the deaf and dumb of the Province. Would that he could have added the blind also, but he was sorry to have it to say that the funds of the Society had not permitted anything to be done for them. He trusted, however, that next year, if it pleased God to spare their lives, they would be able to show that the blind as well as the others had received benefit from their efforts (applause.) The deaf and dumb were peculiarly entitled to all the aid that could be given them, because, wanting the sense of hearing, they were deprived of the enjoyment of the moving melodies and the sweet harmonies that are a source of pleasure and delight to others,—of that sweetest of all music, the gentle tones of a mother's voice; but also because their privation was a barrier to their acquirement of knowledge, and at once a disqualification for society, so as to isolate them in seclusion from their fellow-creatures, and also an impediment to their earning their livelihoods (applause.) Such claims as these must force themselves upon the attention of all thoughtful persons; and when it was taken into account, that, as was the case with many, a mind was locked up, equal in intellectual power with most of those now present, they could then understand the force of the remark of that French gentleman, who, speaking of the mind of a deaf-mute, said that "it was like an eagle trying to soar whose wings were so clipped that it could not rise upwards from the ground" (applause.) He (Dr. McCaul) believed that in this Province there were between 800 and 900 labouring under this calamity, over 700 of whom had received no education whatever. To mitigate in a measure these evils, was the object in the establishment of this Society; and to enable them to carry on the work they had commenced they depended on the sympathy of the public.

When it was considered rather as a philosophical curiosity than as a work of benevolence and duty, to train and educate a deaf-mute; but when it was proved by experience, that they could be educated, their intellectual faculties developed, and their minds stored with information, great interest was felt in establishing institutions for their instruction, and the results of the exertions, which have been made for the amelioration of their condition, shewed that this unfortunate class could be so cultivated as to render them valuable members of society; and it had been proved, too, that they could, if placed in any responsible position, discharge their duty with as much fidelity, intelligence and accuracy, as any one else (applause.) There was another claim on behalf of the institution, which we, as descended from a good old stock, distinguished not merely for progress in arts and science and deeds of arms, but celebrated also for its great and enduring works of benevolence and love, should not fail to remember. In Great Britain and Ireland, he found there were thirty institutions for the education of the deaf, dumb and blind. In the United States there were twenty-one, and from these between 1700 and 1800 had been sent forth to the business of active life, fitted to maintain themselves in an honorable manner. He trusted that we in this country would not allow ourselves to be behind, and hoped we would yet be able in Canada to do something that might favourably compare with the efforts of any other country (applause.) But so far he had placed the claims of these unfortunates on comparatively low ground. He would conclude by pressing exertion on their behalf solely as a matter of duty, and he trusted they would look upon the duty expected of them in the light of that highest of all duties—a Christian one. He looked upon it that those suffering from this afflicting dispensation of Providence were placed among us to test our Christianity. While they remained without education they were literally without God and without hope in the world; and surely no sincere Christian would allow them to be ignorant while they had the means of revealing God's truth to them. It was not for them by means of a word to steady the palsied arm; they were unable by a mandate to restore the blind to sight or the dead to live; but they had the means, even although limited, of mitigating the sufferings of the large number in the Province of those suffering under the privation of speech, of hearing, and of sight. He did trust that these considerations would so impress themselves on the attention of those that heard him that they should yet have a national institution, not a local and limited one, which would be a blessing and an honor the Province, and upon which many benefitted by it would look back in after life with feelings of gratitude and affection as their *alma mater*, who had qualified them for the efficient and faithful discharge of their duty. (Applause.)

IV. Rev. William Hincks, F.L.S.,

Professor of Natural History, University, College, Toronto.

THE EDUCATIONAL ADVANTAGES OF NATURAL HISTORY.

In viewing the domain of nature, we are pleased with the beauties which everywhere surround us, yet do not enquire into the cause of this beauty—do not recognise the fact that the harmony everywhere visible is owing to the adaptation of the various animals and vegetables to each other, that throughout the animal, vegetable, and even mineral kingdom there is a perfect adaptation of the *individuals* to the *welfare* of the whole. The distinctions of the animal and vegetable kingdoms were referred to. They both agreed as to possessing life and requiring food; but in the manner of appropriating this they differed—vegetables appropriated this in a gaseous form, or else dissolved in water, while animals by means of organs for changing it from the solid state, to one suited for their requirements. The common sponge was long classed as a vegetable, and even the corals suffered the same fate. The sponge of commerce was in reality nothing but the horny spicules of the compound animal, after the gelatinous matter had been removed by decay. It has been found, not even the lowest orders of animals have an approach to a differenciation of parts; some of them performed their part by removing organic matters from places where it might be offensive, even though it is effected by *cilia* which require the aid of a microscope to become visible. These minute animals become food for larger animals; showing that

> "Where the pool stands mantled o'er with green
> (To some good end designed): invisible
> Amid the floating verdure millions stray."

The structure of vegetables, the means by which they increase in size, by food absorbed by a portion of the cellular fibre, uncovered by epidermis, forming the roots and rootlets, by means of the leaves absorbing carbonic acid gas, which, while fatal to animal life, if allowed to accumulate in the atmosphere to a comparatively small extent, and which is itself produced by the animals themselves at every exhalation from their lungs, is of the greatest importance to vegetables, by which it is decomposed into the carbon, which forms so large a part of their mass, and the life-sustaining oxygen which is thrown off into the air. The form of plants indicated a fixedness; while that of animals is especially fitted for locomotion; so these two great classes of living bodies, the one in a state of rest, the other in motion, and each mutually dependent on the other, either of which if left to themselves, would cease to exist, unconsciously as it were supports the other. A like connection exists between the *herbivora* vegetable eaters, and *carnivora* or flesh eaters; so that from the mineral to the plant—the plant to the herbivora, from this division to carnivora, and thence to man himself, there is a connection—a connection of the most useful nature. The fact that some prey upon others is no exception; if the stately oak in falling becomes the prey of lichens and mosses, as the jay seems to seize for its booty the ruins of some old castle. If the hosts of *carnivora* seem to delight in the wanton destruction of their fellows, it is only to carry out the same end for which the great author of nature has designed disease and decay which pervade both kingdoms, to check the too rapid increase of life, and prevent the earth from becoming to much encumbered for the safety of its inhabitants.

The contemplation of these ties, which bind all parts of the animate creation, must surely command our admiration, and lead us to exclaim, with respect to its auther, "How manifold are thy works, in WISDOM hast thou made them all!" If we would find matters of interest, where can these be more easily found than under our feet—where they do occur whether we notice them or not. The professor here exhibited some drawings, illustrating various contrivances for meeting the particular wants of plants and animals. Amongst the examples given we may notice the various "fly-traps" which some plants possess. These traps are either like a rat-trap, (on the invention of which the lecturer made a very happy allusion), or like the common pitcher plant of our own locality as to shape. The flies and other small animals, on decomposing, furnish nitrogen to the plant, which it needs. Where animals were without teeth, their place was supplied by other contrivances. The ant-eater thrusts its long tongue into the ant-hills, when its mucilaginous covering attracts and holds fast a great number of ants, which are with the utmost coolness drawn with it into the mouth and disposed of, while its scaly covering protects it from the annoyance of the animals referred to.

*The wanton destruction of birds** which devote their lives to our interests, such as swallows, and others which only threaten us with injury for short periods, and by taking advantage of their natural timidity may be kept from doing us much damage; the best of their time is employed in destroying the farmer's worst enemies. By understanding the history and habits of those animals which destroy our crops and injure the domesticated animals, as well as the nature of the means to be employed in exterminating them, and by knowing the nature of the diseases which attack our vegetables, we are much better prepared to defend our property, less likely to be robbed of the fruit of our labours than if we continue to be the victims of our own ignorance, and are plundered without knowing how to help ourselves. Surrounded by so many beings, both animal and vegetable, which may be made, by ignorance of their properties, to become injurious to us, we should aim at acquiring a knowledge of these, so as to render them on the contrary beneficial.

In conclusion, if even without instruction, we feel the charm of natural scenery, we are delighted with the brilliancy, grace and beauty of the flower, in the elegance, the picturesque effect, or the majesty of the tree. The more we know the more these pleasures are increased by the perception of reason, and the appreciation of variety and conformity to a common type amidst its various changes. The ignorant are brutalized into indifference to the charms which affect the childish and even the savage nature; they even become wanton destroyers from the love of mischief which accompanies and marks want of intelligence and proper occupation for the mind. Cultivation brings our faculties into harmony with nature. Beauties before unthought of rise to our view. The various forms and colours around us, the relations of the vegetation to the soil and situation, the habits and instincts, the services and injuries of living creatures—all rouse our curiosities and engage our attention, exercise our ingenuity, and contribute to our gratification. Where the boor wanders along in listless indolence, or seeks excitement in destroying what others admire, or in degrading indulgence—he who has tasted the knowledge and imbibed the love of nature finds every changing scene and aspect a source of new pleasure. He has exercise and occupation for his faculties, perpetual variety and novelty, frequent opportunities of discovering and applying what is useful, an exhaustless field of interesting inquiry, an exhaustless spring of rational, refined, and innocent enjoyment. We do not think it possible for any one to consider the relations established by the author of nature, between the different beings he has formed, and between man, the chief of His works, and all the organized beings which surround and are subject to Him, without arriving at the conclusion that the knowledge of nature is one of our most interesting, ennobling, and useful pursuits; that there are few branches of study which contribute so much to cultivate our faculties and prepare us for the business of life; that there is no branch of knowledge which does more to counteract the evil influences to which we are exposed in the world, and to give a right direction to our thoughts and affections; and consequently that nothing can be more suitable or valuable as a general subject of study—nothing better fitted for the purpose of education, or forming a better preparation for the active duties and practical pursuits which must engage most of us in the world.—*Barrie Paper.*

* See page 58.

V. Rev. J. Travers Lewis, LL.D.

Local Superintendent of Common Schools, Brockville.

EDUCATION—WHAT IT INVOLVES—EXPEDIENCY OF STATE INTERVENTION.

I would call your attention to the fact, that great mischief has accrued to the cause of education by the misunderstanding of its meaning—its definition. Because education is derived from the Latin word "*educo*" to draw out, it is assumed that the process of education is one of drawing forth or developing certain seeds of knowledge lying dormant in the young mind. According to this view, education is the sunshine under the benign influence of which the "young idea shoots," and the phrase "he has it in him," is used to express the character of one in whom those seeds appear unusually likely to germinate luxuriantly. But the fact is, there are no arithmetical, nor geographical, nor grammatical seeds in any child's mind. Education is not the cultivation of a spontaneously growing crop; it is much more—it is *preparing* the soil, *sowing* the seed, and *destroying* the weeds. The best educator is one who possesses the best mode of laying facts before the youthful mind in such a way as will give exercise to the reasoning faculties. You may find many boys whose heads are crammed with facts and figures, and yet owing to the mode in which these were imparted to them, the facts profited them nothing; they were not taught to compare them, to infer anything from them, in short to reason upon them. Hence it is that I think the above the best definition of education so far as the intellect is concerned. The imparting of facts does not constitute education. By the repetition of certain acts and sounds, we may train a horse and teach a parrot, but if we educate a man, we must teach him the nature and process of reasoning from facts to facts. This, however, is only a definition of education considered as applied to the intellect: there is, besides, a power in the child's mind with which education is intimately concerned; I mean the will. That will has good and bad tendencies, and education as applied to it, may be defined as the development

of the good and the repression of the bad tendencies of the will. Who will deny that it is as much a part of good education to check and crush a tendency to lying and thieving, as it is to develop into active exercise a natural taste for figures, music and drawing. What a curse will a taste for chemistry prove if it be possessed by one whose will is not checked as he is tempted to the crime of poisoning. A cultivated intellect may be a good security against the open crimes of murder by bludgeons, burglary, street-drunkenness, and open cruelty; but unless the will be cultivated also by the teacher employing the great motives of revealed religion, there will be no security against secret poisoning, forgery, arson, and all those detestable crimes which can be perpetrated most successfully by the clever and intellectual miscreant. In order to shew more fully that we can form no true idea of education without embracing in it the neutralisation of the perverse tendency of the will, or, in other words, that a good teacher will not only sharpen the faculties of his pupils, but also teach them how to use those faculties, I shall proceed to consider education as sought for by the rich and by the poor, and we shall find that our national system of education can on no ground of reason or equity be maintained, unless the moral training of our youth be considered of equal or even greater importance than the intellectual. Now, for convenience sake, we will divide society into two classes, those who have not their own fortunes to make, and those who have; the former seek after education for the sake of qualifying themselves for the society of the learned and intellectual, as a means of social and personal enjoyment, the latter (of course the vast majority of the world) seek after education for its practical, tangible results. To those who have to work their own way in the world, a good education is equivalent to a cash capital—it is worth exactly so much money according to the trade or calling in which they embark. This may be readily seen if we suppose the case of a young man about to leave his father's house to begin life on his own account. Suppose him ignorant of book-keeping or unable to write a good hand. What would that young man give to be possessed of those essential qualifications for an office of mercantile employment? The knowledge would be worth to different individuals, according to their respective positions in life, a capital sum that may be set down in actual dollars. Now the State comes forward and actually offers this cash capital to all comers—she provides that every young man and young woman shall start in life with certain literary qualifications, that are equal in value to so much ready money—nay of more value to many than a small capital. Why is this? Why does the government of the country enact such a law? Of course the State requires that some value shall be received for the taxation necessary to supply young people with intellectual capital. What then is the value the country expects in return for her expenditure? She expects two things. The security of property and the diminution of crime. * * * *

I set out by remarking that a good education included the direction and restraint of the will, and if we now bear in mind that the value expected from our nationl education is the diminution of crime, does it not appear evident that the moral training of our children is really more important to this end? It is said, Oh an intellectual young man, an educated person, will be ashamed to outrage decency by the commission of crime. True, shame will often deter him from open crime, but all that vast description of crime comprised under the terms, chicanery, swindling, forgery, poisoning, perjury, incendiarism, &c., will be as likely to be committed by the educated as the uneducated, with this difference, that it is more difficult to detect the one than the other. When the evil tendencies of the will break out into open crime among our juvenile population we send them to Reformatory Institutions. But, if half the same trouble were taken by our teachers to acquaint themselves with the moral tendencies of their pupils as is taken to ascertain their intellectual tendencies, our schools themselves would be our best and safest Reformatories. I have dwelt at length on this part of my subject, as I firmly believe that the education of the will is greatly lost sight of in our schools, and it is for us to consider whether the waywardness of our young people, the wide spread disobedience of parents, and the impatience of controul that characterize our youthful population be not traceable to the want of moral and religious training in our Common Schools. The national character is very likely to reflect the national education.* * * * *

Time will not suffer me to do more than briefly allude to one more blessing flowing from education. It is undeniable that innocent amusement is a requirement of our nature. Although labour is the rule of life, yet the Almighty frowns not on necessary recreation. Relaxation then, man must have, and that too of a pleasurable description. Now amusement must be either corporeal or mental. And when we know that the uneducated—the illiterate, have no resource in intellectual enjoyment, how awful is the only alternative to the masses? Do we not see here the real attraction of the tavern, the circus and the Saloon. The uninformed man often *does* relish the conversation and society of the educated, but he seldom can find his way into such society, and though he may delight in it, yet does not feel himself at home where his ignorance is made apparent. If unable to read, or if unaccustomed to feel a relish in reading, he is driven [especially if he be unmarried] to a society congenial to him—a society whose pleasures are of a debasing though exciting nature, and where they are to be found we all but too well know.

It is sometimes asserted that the inherent delight springing from the cultivation of those intellectual pursuits which education points out, is peculiar to some persons naturally so inclined, while others are quite incapable of that mental pleasure flowing from knowledge. This is, however, a serious mistake. True it is, that some men have a more literary turn than others, but the happiness derivable from the pursuit of knowledge—the enjoyment springing from a labour of love, a relish for science for its own sake, may to a great extent be acquired by all educated persons. Many of our appetites and tastes are acquired, and are by no means the less keen for that reason, and in like manner a taste and relish for letters, the arts and sciences, may be acquired so as to outweigh and overpower corporeal pleasures, however strongly we may be addicted to them naturally.

How immense, therefore, is the responsibility devolving not only on the philanthropist or the statesman, but on every one who can say with the Poet, "*Nihil humani a me alienum puto*," "I consider that there is nothing appertaining to humanity which does not concern myself." How great the duty to impart to our fellow men the means of intellectual enjoyment? It may not be had, except in extraordinary instances, without education, and should the time ever arrive when our national system should be so improved and developed, that while it enlarges the capacity and teaches the dignity of the soul, it forgets not to impress on the young its destination also; when duty to God and our neighbour shall be interwoven in the fibres of secular knowledge, when intellectual culture shall be promoted in humility and guided by benevolence, we shall have a system worth living for—aye, and worth dying for, provided that by any sacrifice we could secure its universal diffusion.

VI. Rev. George S. J. Hill, M.A.,

Local Superintendent of Common Schools, Markham.

THE OBJECT AND MODE OF IMPARTING EDUCATION.

In opposition to those who defined education to be a means of defence against the impositions of the designing and unprincipled, or an instrument for promoting the schemes of self-aggrandizement of the ambitious, or for advancing civilization and multiplying the comforts and luxuries of life, Mr. Hill pointed out, that although these were some of the results of education, they by no means conveyed a proper explanation of the term, which could best be defined by examining the etymology of the word, Education signifying literally a *leading out*, or drawing forth into active exercise the powers of the mind. This idea being opposed to the commonly entertained opinion that education consisted simply in imparting knowledge, the pupil being supposed to sit the passive recipient of learning with which he is filled as an empty vessel is filled with water, thus making education appear as a mere mercantile transaction, in which a person with a certain amount of information is as competent to transfer that knowledge to others, as readily as a certain amount of goods can be transferred to any one on payment of a certain sum of money. Such persons, forgetting that there are two important conditions necessary to such a transfer, first the ability on the part of the Educator to impart his knowledge, of which his scholastic attainments is no proof whatever, and next that the pupil must be an active and not a passive party to the transaction, for if he is not possessed of industry, application and capacity, all the money in the world will not make him a scholar.

Education, he said, included the training and developing of the whole moral, intellectual and physical powers of a human being, with all the external influences which go to the formation of character, thus extending over the whole period of human life, commencing with the cradle and ending with the grave. Man should be educated in harmony with his whole mental and moral constitution; education did not give happiness, but it gave the power of attaining it under fixed regulations; and the youth who had been taught the lesson of application and self-dependence, had laid the foundation of an education far more valuable, than he who had acquired a superficial smartness, or been crammed with a few facts. To think deeply, read extensively, and to labor strenuously, were the requisite passports to extensive usefulness and distinction.

The teacher, he said, ought to be a moral ruler, a mental physician, thoroughly understanding the complicated machinery of the human mind. We do not admit any one to administer to our bodily ailments unless we are satisfied that he has studied the anatomy and physiology of the human frame. How much less should any one tamper with the much more fragile machinery of the mind, who is ignorant of the best manner of controlling and directing all its desires, passions and propensities.

With regard to the advanced education imparted in our Grammar Schools, the lecturer answered some of the objections raised to what was called the study of words.—What, he asked, would our religion be, if it were not communicated to us through words? Our religion, our laws, our institutions, and all the wisdom and records of past ages, were only available to us through words. If the makers of our laws had always had a more correct notion of the value and import of words, thousands of quarrels and law-suits would have been avoided. The study of language leads to correct thinking and appropriate expression of our thoughts. We study the dead languages of Greece and Rome, because one-half of our own is taken from them; they also are useful for educational purposes, from the fact that they are self-evolved languages, and have each an independent process of development, being emphatically etymological languages, while those of modern Europe are conventional.—All the wisdom and experience of past ages were stored up in these languages, and therefore ought to be studied by the historian, the lawyer, the divine, or the statesman, who is engaged in the organic development of our political institutions. The properly educated man has resources within himself of which the cares and troubles of life cannot wholly deprive him; he can call to his companionship the presence of the distant and the dead; he can roam at pleasure through the old field of knowledge and cull the sweets of poetry, or warm his patriotism by the noble exploits of heroes long passed away.

VII. A. DINGWALL FORDYCE, ESQ.

Local Superintendent of Common Schools, North Wellington.

TEACHERS' ASSOCIATIONS,—PRINCIPLES WHICH SHOULD GOVERN THEM.

After a few introductory remarks, Mr. Fordyce said: "Be fully impressed with the advantages of a sound education, and alive to every means in your power for qualifying you to impart it:—Be conciliatory to each other—considerate of each other's situations, circumstances, habits, and feelings—perhaps widely differing from your own:—Seek as far as possible to discard prejudice in your intercourse with them:—Cultivate self-respect at all times and in all places: and endeavor to be punctual in the fulfilment of all engagements." To the following topics he then adverted:

FIRST.—"A good sound education will give its possessor in general, a vast advantage externally, over such as from indolence have neglected as fair opportunities of making progress—or who have been less highly favored, from not actually having the means of mental enlightenment and culture within their reach. Remuneration for services rendered will generally be higher, and attainable with less difficulty by the class referred to,—who have steadily persevered in self-improvement; and this will be the case whether we look at those practising any of what are called the liberal professions, or who pursue a mechanical or handicraft calling. The comfort and happiness in general of the educated, as compared with those of an opposite class, is commonly very observable in their homes. They have internal resources of pleasure which preclude the excuse, not to say the necessity, for resorting elsewhere for companionships by which many are led astray,—and they may experience the satisfaction of imparting, according to the measure of their attainments, to those who naturally look up to them with respect. The advantage to the possessor of a good education, of ability through its means to enter into and follow out intelligently any of the social questions which agitate and affect society, should not be undervalued—nor should the importance of the fact be under rated, that many who have had little or no early opportunities are frequently in danger through the specious and plausible reasoning of the designing, but in some respects better educated, whose powers have been misdirected. * * *

SECOND.—Intercourse among the educated should certainly be carried on in no less kindly a spirit than among those whose advantages in this respect have been very limited, and this is taking a very low view of the case. A conciliatory disposition may be of particular consequence in such an association, because the members may have had very different opportunities of acquiring an education themselves; and those who are in a great measure self-educated may be as deserving of respect, although in many particulars deficient, as those whose advantages have been far greater, while at the same time their sensibilities may be the keener just by reason of their early disadvantages. If such are seeking to put themselves in the way of becoming good teachers, it will be matter for self-gratulation to those who have outstripped them in consequence of superior opportunities, that they have encouraged, not in a patronizing but friendly and social spirit, their laudable ambition.

THIRD.—Prejudice in exercise in a Teachers' Association might have as injurious an influence on the individual, as bigotry in religion, or a furious and unreasonable party spirit in politics. Seek then to exercise impartially in your estimate of others, holding the scales of justice with so steady a hand as to prevent them from being swayed by a despicable prejudice. Many things, you are well aware, against which at first the strongest prejudice has existed, have turned out, after experience and careful observation, far more worthy of commendation than the reverse. When prejudice does exist, it can scarcely avoid shewing itself. Those who with pain observe it, or experience its baneful effects, may, however, disarm it, perhaps eradicate it, or even wholly convert it into an opposite feeling, by the manifestation of habitual equanimity. This, no doubt, may be of difficult exercise, but it is certainly possible of attainment, and will prove of essential service to the individual, and to any association he is connected with.

FOURTH.—Teachers should cultivate and exercise a constant habit of SELF-RESPECT; and unless they do respect themselves, they cannot be respected either by their scholars, their fellow teachers, or any others with whom they may be associated.

There are certain habits formed perhaps very gradually, having a direct tendency to lower men in their own and others' estimation, and which should especially be shunned by Teachers.

To the investigation of any subject of importance, the full powers of the mind ought to be brought. All will allow this. If then, through the habit of *intemperance* the mind is weakened, the memory impaired, or the judgment or moral sense blunted or warped, which assuredly they will be, however unconsciously to the victim of this insidious and destructive habit, (to use no harsher epithet,) there is something wanting. I may allude to another equally common habit, the use of *Tobacco*, in one or other of its forms. The habit induced by its indulgence is very often a growing one, and may lead, as I doubt not many have found it to do, to associations with others who are addicted to grosser forms of intemperance, and ultimately to a participation in the same ruinous habits, and the pursuit of a similarly destructive course.

The evil influence this habit may have on his scholars should also be well looked at by the Teacher. Not being in its effects so offensive as that formerly referred to, it is more likely to be copied, and some of these effects, even where the use is not indulged in by the young, will be apparent in the conduct at least of some, if not of many of them, and in such a way as to prevent the Teacher correcting or checking an evil of which he must be conscious he has himself to some extent been the procuring cause. In the least common and most offensive mode, chewing is probably comparatively rarely seen among us. This is well: but even habitual smoking occasions habits which are offensive to many whose regard is valuable, and which, for their comfort and the enjoyment of their unqualified esteem if for no other personal reason, it were well to avoid.

I might further add, that carelessness in the matter of *Dress* is another point not to be lost sight of. A teacher dressed in clothes out at the elbows, will have a school of ragged urchins about him; a teacher who is not particular about his person, may have his scholars to have dirty hands and faces, uncombed heads, and other indications of slovenly habits in regard to personal appearance. Let the Teacher set a good example in this respect, and, despite untidy homes, and many drawbacks and disadvantages, he may generally count on the scholars striving not to be so very careless as they would otherwise be. He may even, by this means, lead to an improved state of matters through these very scholars in their own dwellings—The bearing of this subject on such an Association is obvious. "Like Father like Son," or "Like Minister like People," is a common proverb. "Like Teacher like Pupil," may not hold equally, but to some extent it will do so.

FIFTH.—Constant attention to *Punctuality* in the fulfilment of all engagements, is another point, by the observance of which such an Association may be greatly benefitted, and by the neglect of which it may suffer severely. "Better it is not to vow, than to vow and not perform;" and engagements, it may be safely affirmed, are more rashly entered into in a great majority of cases than they should be. We hold the doctrine of inspiration, that "he who is faithful in that which is least is faithful also in much," and the converse of the proposition will hold equally true.

VIII. JAMES A. MCLENNAN, ESQ.

Head Master of the St. Mary's Central School.

THE ENGLISH LANGUAGE,—ITS FUNCTIONS AND POWER.

After amplifying the first part of his subject by various illustrations, the Lecturer next noticed the *utility* of Language, ascribing to it *four functions*. It enables us to analyze complex impressions—it records the result of this analysis—it abbreviates the process of thinking—and it is the means of communicating ideas.

After giving numerous arguments and familiar illustrations in support of the first three of these functions, he said regarding the fourth: I think it is sufficiently evident, that, without the power of interchanging ideas, man could never have attained that degree of moral and intellectual greatness, which is the legitimate result of the mutual influence of mind upon mind. For, even admitting that the simpler emotions and conceptions of the human mind, may

be communicated by cries and gestures, yet, how utterly inadequate would such means be, to express the *refined emotions*—the sublime conceptions which characterize the human intellect, and stamp it as divine! Of what avail would be the most ennobling sentiments of virtuous minds; of what utility the highest flights of human genius, if not allowed to go forth exercising those benign and elevating influences, which rescue man from the horrors of barbarism, and place him in his true position as a being little lower than the angels? I think, then, notwithstanding the assertions of certain metaphysicians, that language is as necessary to constitute man the *being he is*, as reason itself, and, that without language, he would indeed be less than man. For in the first place, I believe that thought itself cannot exist without language or *its equivalent:* I know that this is a disputed question, and one that cannot be decided by *a priori* reasoning, but by experience only. Let then any man, who wishes to satisfy himself upon this question, examine his own mental operations; let him attempt to carry on a train of reasoning mentally, without using words or *their equivalents*, and he will find it to be impossible. No one can carefully examine the processes of his mind without perceiving how intimate is the relation between a notion and its name: so intimate indeed, is this relation, that a superficial examination cannot determine which is antecedent to the other. But again, even admitting that the intellectual processes are not dependent upon language, and that without its aid, the mind can attain the highest state of alacrity and vigor, still, without the language of words the profoundest researches of mind, the sublimest attributes of humanity could have no existence independent of the imprisoned soul which produces them, inasmuch as cries and gestures, the language of mere brutes, are entirely inadequate to express the workings of that divine principle of mind which constitutes man the arbitary sovereign of the universe, and allies him to his Omnipotent Creator. In speaking of the utility of language, as a means of communication, I include both spoken and written language, for it is manifest that it is by the latter only that the results of human thought can have a permanent existence. Without the aid of written language the holiest sentiments of minds of angelic loveliness; the most exalted conceptions of intellects of angelic brightness, would be forever lost to mankind, being as transient as the voice that uttered them; as fleeting as the lightning's flash: but, by the aid of written language, all that is noble and great; all that is lovely and good of every age or people, becomes the common property, not of one generation only, but of all generations throughout all time, and appears after the lapse of ages, exercising its benign influences with all the effect of its pristine vigor: thus it is, that we can hold familiar intercourse with the master-minds of all preceding times. The lecturer then proceeded to trace the growth of the "English Language,"—In regard to the power of the English Language, he said:—By the copiousness of our noble language the subtlest distinctions in the various shades of human thought may be clearly expressed. By its multitudes of synonymous terms, and grammatical equivalents the greatest possible variety of expression may be attained. By the force and vigor of its primitive words, the greatest energy of style may be secured. By its flexibility, the most infinite variety of poetic rythm may be formed in a manner that no language can surpass. At one time we find the verse rolling like the rush of a mountain torrent; at another, "falling gently like dews upon the green slopes of Hermon;" now sweetly persuasive, and again terrible with fierce denunciations, now "harsh, whistling, grunting, guttural," like the crash of elemental strife, and anon, swelling forth like enchanting melody.

In conclusion, he said, the English language, being spoken by the most powerful, the most intellectual and the most Christian nation of the world, must become the universal language; Before the close of the present century it will be spoken by 150 millions of people—already it is listened to as the voice of power by the unknown millions of British India; The time will come when the now silent and solitary places shall echo its harmonious sounds,—when the dark abodes of paganism, now the habitations of cruelty, shall utter forth in its expressive strains the praises of the World's Redeemer—when the whole human family shall possess the glorious productions of the English Language—productions as immortal as the intellectual principle from whence they sprung—and when the whole earth shall once more be of "one language and one speech"—the language of Liberty—of Science—and of Religion—THE ENGLISH LANGUAGE.

IX. Bayard Taylor, Esq., of New York.

Author of various books of travel.

THE PHENOMENA OF AN ARCTIC WINTER.—A LECTURE AT TORONTO.

In order to observe the effect of the Arctic climate, Mr. Taylor directed his steps to the far north, by way of Lapland, whose rocky shores stretched like an immense wedge into the Arctic Ocean, beyond the 71st parallel. Here the gulf stream, whose warm currents came across the ocean, and, striking the North-west corner of Lapland, very much modified the cold in certain parts of that coast. The cold there never exceeded twenty degrees below zero, and the sea remained unfrozen all the year. This gulf stream went round the North Cape, hugged closely the shore of Lapland, and finally terminated all at once at the head of a deep bay, which divides the Norwegian from the Russian territories. Here it met with an opposing current from the North Pole, the effect of which was so sudden and marked, that, while the Norwegian side of the ports were open all the year round, on the Russian side they were frozen solid. For this reason Russia had been, and still was, very anxious to become possessed of a port on the Norwegian side of this bay, in order that she might have some outlet for her navy, during the long winter months. In one respect, the lecturer continued, the Arctic region was certainly more interesting than the tropical, for while the tropics had only their one unchanging summer, the north had two seasons of equal originality. The Arctic summer was quite as remarkable a phenomenon as the Arctic winter. His first journey thither was made in the winter, as furnishing the greatest contrast to previous experiences. The journey northward might not inappropriately be termed a journey in search of cold weather; and, travelling northward, he found it growing gradually colder and colder, the thermometer falling lower and lower day after day, but still not fast enough for his impatience; and still, as he journeyed, the thermometer went down, down to ten below, a degree of cold he had felt in his own country—down to twenty below, a very fair approach to an Arctic cold; and still it fell, until, on Christmas Day, he was quite satisfied, on finding that the mercury and his nose froze at the same time. During the winter, the thermometer fluctuated between twenty-five above and fifty below, a range quite as great as that experienced in this country, though, of course, graduated on a much lower key. Then commenced the wonders of the Arctic winter, and each succeeding day disclosed some new and unexpected experiences. Day after day, the sun rose later, and set sooner, and described a more depressed curve in the heavens; and in the same proportion did the white light of day diminish and give place to the many coloured tints of the morning and the evening. He lost sight of the face of the sun but for a few days, but even at these times, the gorgeous colouring of the sky could neither be described nor painted. Even the Aurora Borealis, with its fantastic dances of light, and its wondrous changes, impressed him far less than the splendid painting of the unclouded sky of day. On entering Swedish Lapland, the scenery presented no remarkable features, and in summer would be called tame and monotonous. The immense forests and the marshy plateaus were sufficiently uninteresting; but the winter, the bearded magician of the North, took these common objects and transmuted them into marble. All colours disappeared, and every thing became a spotless white. The snow freezing as it fell, covered every branch and twig, and the forests at last showed not a single speck of green, or any other colour, and forms the most suggestive were presented to the eye of the spectator. There were frozen fountains springing up among the leaves, immense candelabra, lace curtains, pendant from outstretching arms, marble pillars, plumes and palm leaves, all blended together in a dazzling confusion which bewildered the eye. No forms of life or vegetation were so exceedingly beautiful. And when his hearers considered how these forests reflected every tint of the sky, from the most brilliant pink in the morning, changing continually until noon, and then in reverse order, until the sun went down, they might form some faint idea of the magnificence of the scene. To him (the lecturer) the discovery of such exceeding beauty was solemn and touching. It was as if God had purposely designed it as a compensation for warmth and life. "Not for you," he says to his Arctic children, "not for you the warmth and life of southern climes, not for you the abounding vegetation of the tropics, but I will cover your desolation with the purity of Eden; I will spread the colours of the rainbow over the whole arch of your sky, and the marches of my shining armies shall make even your darkness beautiful." The speaker next proceeded to describe the effect of the cold. When the thermometer stood at 35° or 40° below zero, with a clear sun, and no wind, one might sit very comfortably in his sleigh, wrapped up in furs, and feels no unpleasant chilliness. But when the sky was overcast, and the wind blew strongly, at a temperature even many degrees warmer, the imagination could not conceive anything more dreary. The fine particles of snow almost cut through the skin; the moisture of the breath froze instantly; the cold attacked the hands and the feet, and if not vigorously repelled, gradually advanced its besieging lines towards the seat of life, and produced a sensation of drowsiness, which, if yielded to, ended in death, for there was no difference then between sleep and death. But there was still another degree of cold beyond all he had described, and that was when there was a strong wind blowing from the north at a temperature of 40° or 50° below zero, and the sensation with which it was endured, he could only describe as a struggle for life. The cold was not only felt, but actually seen. The sky, then, was like an arch of polished steel which had been

breathed upon, and the wind was like a blast from the hell of the old Scandinavian mythology.

THE PECULIARITIES OF THE SWEDES, LAPPS, AND FINNS.

The lecturer, leaving the physical and climatic peculiarities of the North, gave a description of the people by whom it was inhabited. Between the Swedes and the Norwegians he would not attempt to draw any very minute description, as they were alike in most essential points, but the Finns and the Lapps presented more points of difference. The first impression made upon him by the people was that of splendid animal health, and those qualities usually connected with health, frankness, directness of character, cheerfulness, contentment, and a freedom from perverted passions. Without being actually handsome, either in face or in form, they were tall and athletic, with clear blue eyes, which seemed to reflect the color of their native skies, and complexions as fresh and as rosy as the morn. He had never seen a more simple, honest, and unsophisticated class of men. Perfectly honest, they were without mistrust, taking it for granted that everybody was equally honest; very kindly and friendly, were yet undemonstrative, and at first sight appeared cold; but they were no milksops, and beneath that cold exterior still sometimes blazed out the fierce passions which in the South were no stronger, but less under control.

On turning round the corner of the Gulf of Bothnia, they came into Finland, and instead of Swedish forms they had the shorter frames of the Finns. What particularly struck him respecting the Finns was a certain Orientalism shewn in their language, which is Asiatic in character, the only European language having any affinity with it being the Magyar or Hungarian. In other respects, too, they gave indications of being of Eastern origin, and it was curious to find so much of the Orient reproduced within the Arctic circle. The Finns were less frank and open-hearted than the Swedes, but more picturesque, with more light and shade of character. They were passionate, and therefore prone to excess; imaginative, and therefore prone to superstition; but the religious element seemed now to have become their only safety-valve for their imagination.

Drunkenness had now almost entirely disappeared, consequent on the exertions of the Swedish missionaries, who made temperance a part of their religious instruction. Their notions of propriety were curiously contradicted; for while both sexes made use of the vapour bath at the same time, and the usual form of salution was by a close embrace with the right arm, yet a kiss even from a husband to his wife was considered as an outrageous breach of propriety. Still further north than the Finns and the Swedes, were the Lapps, who might be considered as the natural and proper inhabitants of that inhospitable clime. Where they came from had not been satisfactorily determined, but to see them one would be very much inclined to say, with Topsy, that they never came from anywhere, but grew there. He found them neither so small or so ugly as he was led to expect. He found most of the men to measure five feet four inches, or even more, and some of them reached nearly six feet, and he saw in Stockholm the skeleton of a girl which reached the astonishing height of seven feet eight. In one respect, he found them less interesting and picturesque than he expected. They had lost nearly all traces of their ancient mythology, which had disappeared before the advances of the Christian religion. The lecturer then gave a lively description of the animal upon whom the existence of the Laps actually depended, namely, the reindeer; its peculiarities, its adaptability to the various needs of a polar climate, and the great variety of the uses to which its bones and sinews, and skin, were turned; its wonderful sagacity in picking its way without the slightest hesitation across a trackless waste of snow, when the path lay several feet below the surface, and when the drifting snow instantly filled up all marks of previous travel. He then recounted his feelings during the long winter night of the Arctic region, and the delight with which he hailed the return of the sun and of the white light of the day; and then of the effect of the summer day, when the perpetual daylight produced, after a little, the feeling of chronic fatigue and sleepless restlessness, which were almost insupportable. "I never," said he, "experienced a more delightful sense of refreshment than when, after a month of daylight, the blessed old night came back again, and covered me up while I slept, as a mother covers up her restless child." The lecturer closed by saying that science and civilization would never receive any very important aid from beyond the parallel of sixty. Nevertheless, it was cheering to find even there, where men lived under such discouraging circumstances, that love for each other, trust in each other, and faith in God, were all vital among them; and their shortcomings were so few and so easily accounted for, that one could respect them, and feel that his faith in man was increased by knowing them. Those who spent their whole lives at home could not understand how much real good there was in the human race. God had created no race of men, as no individual, entirely bad. He neglected none of his children, and upon the frozen shores of Lapland, as well as the sunny lands of the South, rested alike his benediction, his mercy, and his infinite love.—*Leader Report.*

II. Papers on a Truancy Law.

1. EXTRACT FROM JUDGE HAGARTY'S LATE CHARGE.

I cannot omit alluding to a subject always brought most painfully to my mind on an occasion like the present. The streets of Toronto, like those of too many other towns, still present the miserable spectacle of idle, untaught children, male and female—a crop too rapidly ripening for the dram-shop, the brothel and the prison—and that too under the shadow of spacious and admirably kept school houses, into which all may enter free of cost. Most nobly does Toronto provide the means of free education. About twenty-six thousand dollars is annually raised by assessment, besides the amount levied for Roman Catholic Separate Schools. The Government grants swell the total to about thirty-two thousand dollars. Such an expenditure in a population of under 50,000, might be fairly expected to ensure the blessings of education to all. Every person acoquainted with the worst classes of our poor is aware of the extreme difficulty in inducing them to permit their children to attend school. They will retain them to gather wood for fuel, to beg from door to door, in short for any thing in preference to the free education so liberally provided. Now as has been frequently repeated, it is from this class our young criminals often spring—it is this class we are chiefly interested in humanizing by education—and in this way we are supposed to receive more than an equivalent for our enforced contributions to the maintenance of schools. It is to be feared that the majority of persons content themselves with the assurance that as we devote a very large annual sum to provide free education to all, nothing more can be expected—and a still greater obstacle to improvement is the tendency of others to denounce every suggestion of a possible defect in the system in large towns, as emanating from a bigoted dislike of the Common School System, and as treason to the noble cause of Free Education. But year after year the great evil continues unabated, and those whose heavy responsibility it is to act as Judges or Jurors in Criminal Courts naturally ask if such things are always to be. It was a work of centuries to teach nations that their duty towards their criminals extended beyond punishment. The labors and lives of great and good men and women, and a wider knowledge of social economy, but above all a nobler appreciation of the spirit of that Gospel which preached deliverance to the prisoners and captives, have at last awakened us to the belief that the reformation of the offenders is at least as important to society as punishment. I trust there are many listening to me who will live to see the day when we shall cease to feel perfectly satisfied in having done all that was required of us in providing a very large sum to offer free education to all who voluntarily seek its blessings—leaving that unhappy class most in need of them to follow in vicious idleness their own broad path that leadeth to destruction, whatever may be the various opinions as to the true remedy. I may venture to express my hope that the Grand Jurors of these Counties will join in the earnest desire that means may be devised of extending to our long neglected juvenile vagrants some humanizing benefit from the many thousands of pounds which the public generously contribute for the purpose of education.

2. A VISIT TO THE REFORMATORY SCHOOL AT PENETANGUISHENE.

As one of the great disciplinarian institutions of the country, the Reformatory, besides its own local attraction, should be understood as being now in full vigour and active usefulness—thoroughly organized, and as far as the already limited accommodation admits, doing a good work towards regenerating the evil tendencies of the youth now incarcerated within its walls.

It is hardly necessary to state that the Reformatory, or old garrison, occupies a pleasant position on the east side of Penetanguishene Bay, at the foot of a picturesque slope, and in full command of an extensive view of the Georgian waters, with its numerous islands. The drive from the village of Pentanguishene, a distance of three miles, is such a one as readily calls to mind some of the more rural approaches to ancient fortresses in the old country, being thickly lined with the cottages of the pensioners, some of them very tastefully decorated, and all possessing that quaint appearance that in itself indicates the residence of the "old soldier." We were conducted to the grounds by W. M. Kelly, Esq., the Warden, who took the greatest pains to point out and explain what has been done, and what still requires to be done for the efficiency of the institution. The reserve consists of two hundred acres, now being fenced, and a portion put in order for

farming purposes. The prison itself is a substantial stone building, 111 feet long, 39 feet wide, and 24 feet high, which, with the office and grounds, occupy four acres, the whole enclosed by a fence 16 feet high. On entering we were conducted to the various workshops, which already consist of carpenters, tailors, shoemakers, and coopers, all carried on, with the exception of the latter, within the main building. It is indeed a hive of industry, each of the departments being presided over by a responsible man, and who, in addition to his mechanical duties, superadds that of keeper, or guard. Besides the workshops is a large dining room, school room, two chapels, Protestant and Roman Catholic, and sleeping rooms. The order of proceedings is as follows:—Rise at 5½ o'clock, muster at 6—school until 7—breakfast—after which told off to their different employments until 11.55—dinner at 12—the interval until 1 being filled up by play. Again muster and off to their different shops until 4, when the bell summons to school until 5.45, followed by supper, and closure of the prison at 6 o'clock. Two guards remain with the boys, who are allowed to read and study until 7½ o'clock, when all are ordered to bed.

Perhaps the most marked feature was the good order and apparent contentment of the boys, at present numbering 44, and varrying in age and size from the *petit* to the "prodigious." We can testify to the zest taken by the boys in eating and exercise. The culinary department is conducted on a most economical scale; for while the best of bread and beef is given to the prisoners, the average expense of feeding each has averaged only eight cents a day. Religious exercise is provided twice a week, under the ministrations of Rev. Mr. Hallen, Episcopal; and Rev. Mr. Kennedy, Roman Catholic.—*Northern Advance.*

3. TRUANCY INSTITUTION, BROOKLYN, N.Y.

At the Truant Institution established three years since, children who refuse to attend the public or private schools, and who are so unruly as to be beyond the control of their parents, may be committed by a magistrate until they reform so far as to be willing to attend school, or be controlled by their parents. At the Truant School they are educated and taught some useful occupation by teachers provided for that purpose and who are perfectly competent to impart instruction to them. They receive religious instruction as well.

4. TRUANCY ACT, NEW YORK.

By this act, on the complaint of any citizen, a child between the age of seven and fourteen, found vagrant, may be taken before a police magistrate for examination; and the parent or guardian can be compelled to enter into an engagement to keep such child from vagrancy, and to send him or her to school "at least four months in each year." The act provides also for the punishment of the parent if this engagement be broken. It further makes it the duty of all police-officers who shall find truant and vagrant children, to make complaint as before described.

5. TRUANCY ACT, RHODE ISLAND.

An Act to prevent Truancy from School in the City of Providence, Rhode Island.

Be it enacted by the General Assembly as follows:

Section 1. The Board of Aldermen of the City of Providence, may, at any time after the passage of this Act, and annually thereafter, appoint one or more discreet and suitable persons in said city, whose duty it shall be to see that all children, truants from school, between six and fifteen years of age, residing in said city, who are without lawful occupation, and are growing up in ignorance, are placed and kept in some public or private school in said city. Said persons, so appointed, shall be called supervisors of schools, and shall have power to hear and examine complaints, and at their discretion to take such children to school; and in case of continued truancy, with the approbation of the Board of Aldermen of said city, as herinafter provided, may commit any such children to the Reform School in said city.

Section 2. When any superior cannot induce any such child regularly to attend some school in said city, he shall report the name of such child, with their parents or guardians, to be brought before them by said supervisors, and the matters shall then be, by said Board, fully investigated; and if upon a full hearing of the case, said Board determine that said child cannot be kept at school, and that such child is growing up in ignorance, having no lawful occupation, said Board may order said supervisor to commit said child to the Reform School for a term not exceeding the period of his minority.—*Hon. E. R. Potter's Report.* 1854.

III. Papers on Practical Education.

1. SUBJECTS TOO LITTLE TAUGHT IN OUR SCHOOLS.

J. S. McColl, Esq., the Local Superintendent of Schools, Aldboro', in a recent address, recommended among other things the teaching of composition and practice of public recitations in our Schools. In consequence of their neglect, he shewed the difficulty that existed, even among our most advanced scholars, of composing, intelligibly, a letter on very simple business, and the incompetency that a man feels in rising to address an audience, tho' he may be quite conversant with the subject upon which he attempts to speak. The Superintendent concluded his excellent remarks by impressing upon teachers the propriety of giving their pupils occasional lessons on the constitution and Government of Great Britain, in connection with her colonies, and of calling their attention to the excellency of her institutions, thereby imbuing their minds with a love of country, and a loyalty for which Canadians are already so well known.

2. NECESSITY OF HISTORICAL KNOWLEDGE.

There is no department of human exertion, in which a preliminary historical knowledge is so necessary as in education. The education of a people bears a constant and most pre-eminently influential relation to its attainments and excellences—physical, mental, and moral. The national education is at once a cause and an effect of the national character; and, accordingly, the history of education affords the only ready and perfect key to the history of the human race, and of each nation in it,—an unfailing standard for estimating its advance or retreat upon the line of human progress.

3. CHILDREN OUR FUTURE RULERS.

The present childhood of the world is, under God, to control the destiny of the world. The ten millions of the youth of the land are to decide its character, for weal or for woe, either upward or downward. As surely as the sun hastes in its strength to the zenith, so surely will the world's youth course up to power, speedily occupy the inheritance of the present generation, and impress upon America and the world their own individuality of honour or of shame. Who shall prevent this young man of fervid intellect and untiring energy, from making his mark in life, and from standing, instead of before kings, a very king himself before the people? Who shall hinder this educated daughter, if trained to the life of ball-rooms and theatres, from shadowing the life of heaven from her own soul, and the souls of her companions? If the tree lies as it falls, so ordinarily does life go on as it begins, influentially and irreversibly.

Now a large proportion of these youth are educated youth. Their minds have been trained to knowledge, and disciplined by its acquisitions. There are the three or four millions of common school scholars throughout the land, the hundreds of thousands in acadamies, and the tens of thousands in colleges. These are a strong host fighting their way for the kingdom of this world. They leave more than ripples upon the surface of society; they are the mighty waves whose power gains victory in the mysteries of the deep, and dashes up defiance upon the land.

It may be affirmed that it is characteristic of the age to respect the claims of youth, to honour it as a power among mankind, and to give it increasing importance in the affairs of the world. The recruiting officer has his standard of height, and enrols or rejects according to the degree of personal stature. Feet and inches go to make a soldier. But in our day, youth, influential by activity, becomes self-enrolled for positions of ascendancy. Youth is relatively more prominent than in old times, and in the future it will be, perhaps, in this country more so still. Under these circumstances of present and increasing influence in all the affairs of life, what momentous interests are wrapped up in the character of our young men and maidens, and especially of those whose education is qualifying them for the highest private and public stations.

4. GIRLS' RIGHTS.

There is a very important sense in which the rights of man and woman are perfectly equal, and perhaps identical. Girls have rights as well as women, and boys as well as men. With "Girls' Rights," for a watchword much more might be accomplished. Girls have inalienable rights to the same thorough course of mental culture with boys. What is the object of mental culture and mental discipline? Is it merely to prepare us to meet the force of physical necessities? to brace up against the contingencies of this present life? If this be the only design, then surely every argument must be in

favor of girls' rights in this respect? The storms of penury and adversity would seem less cheerless and dreary to the heart of woman, if her mind had been more thoroughly disciplined by the hand of right culture. If she had not been educated for some ideal mission, some field of ease and comfort, she would be far better qualified to meet the stern demands of real life.

But it is an unpardonable infringement upon the rights of girls, to deny them, by false notions of popular sentiment, the thorough, mental culture given to boys. The design of education is to strengthen as well as to refine, to mature as well as to cultivate. Can there be any reason then, why the right to thorough and practical, mental training should be denied to girls? Look at the picture of human misery. Behold the sufferings of woman. Ask yourself how much of this suffering might be palliated and perhaps avoided, were girls permitted to enjoy their natural and imperative rights. There is a sickly, popular sentiment, I am aware, which regards ignorance and indifference in regard to all the practical duties of life, as positive proof of female delicacy. This sentiment would have the course of study for girls, very delicately carved and very carefully pursued. Let them pay much attention to the "fine arts." Let them not be required to deal with the stern and diffcult in the pathway of knowledge.

Thus they rapidly advance to womanhood, plants of tender growth, fit only for the green-house of affluence and luxury, and not able to withstand one ray from the full orbed sun of life, or the tempests which ever and anon sweep through its dark ravines. No one must infer from this, that the "fine arts" can be pursed too attentively. The fault is not that the beautiful is studied too much, but the forms of beauty do not assume proper strength. Other things of equal importance are sadly neglected. The right to study the beautiful is the common inheritance of the girls and boys. If a thorough course of mathematical study is best adapted to call into systematic life the powers of mind, why should this be denied to the girls? And if music, painting, &c., are calculated to soften and refine human nature, why should it be esteemed a matter of indifference whether boys study them or not?

There are very few departments of science, which are of practical value to any body, improper for woman to be acquainted with. The legitimate province of education is to lead the human mind into all the mysteries of art and science.

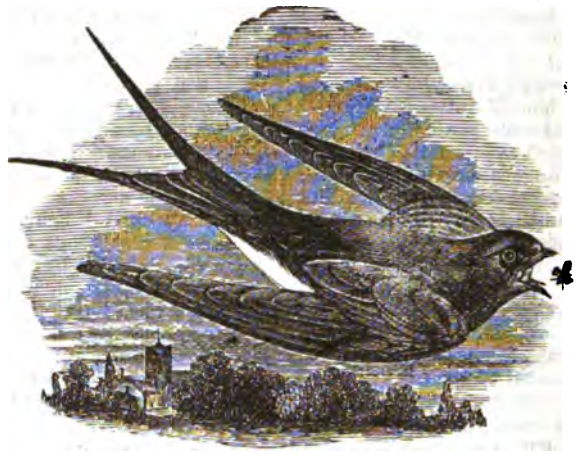
Another right may be mentioned. I am very certain that the right of girls to be educated with boys is "inalienable" and imperative. The home circle is very incomplete without brothers and sisters. There are deep and pure fountains in the human heart, which these relations alone can unseal. Social life would be a comparative blank, without the mutual influences of the race. Every department of life, most emphatically, establishes that old, antediluvian truth, that "it is not good for man to be alone." Yet in despite of this, you will find "boarding schools for boys," and colleges for boys all over the land. And that there are fashionable boarding schools for young ladies, female seminaries, &c. I would not speak disrespectfully of any school, but I know I speak the experience of many teachers in saying, that it is many times less trouble to manage one hundred boys and girls, than the same number of either alone. Many of the "boarding schools for boys," breed moral pestilence and imbecility. There is no restraining influence which female character always exerts, felt there. And the female seminaries of our land graduate a multitude of weak and inefficient characters, fit only to loiter in the velvety walks of life. Very much of the roughness and impetuosity of boys' nature might be overcome or modified, by associating, under proper circumstances, with girls. Nothing is more becoming in the circles of education, than a class of boys and girls, sitting, side by side, upon the same recitation seat, intent upon progress, and alive with mutual emulation. And the teacher who can not bring all such associations under proper regulations, is not a master workman to say the least.

Let girls as well as woman, asert and maintain their rights.—*N. Y. Teacher.*

IV. Papers on Natural History.

1. TO BOYS—DESTRUCTION OF BIRDS FORBIDDEN IN GERMANY.

The destruction of all birds, except game to eat, has been recently prohibited in many of the small German states, on the Rhine, and in parts of Germany. The motives urged are these—wherever the farmers have killed the rooks, jays, and even sparrows, the crops have been less than where they had been unmolested. Very able naturalists have examined this, and have reported that the vast quantity of noxious vermin which the birds destroy, greatly exceeds the small quantity of grain they destroy in searching for the insects on which they feed. Investigation in this country has developed the same fact. The destruction of the birds gives hosts of insect tribes a chance for life, and those feed upon the crops and cause a far more general destruction of fruits, vegetables and cereals than is



occasioned by the birds themselves. Now as the Spring approaches, and with it the time of the singing of birds, measures should be taken to protect these warblers from murderous attacks of boys. —*New York Com. Adv.* (See page 52.)

2. CAUSE OF DEATH AMONG THE GOLD-FISH.

Whenever you meet with folks who keep gold-fishes in the old-fashioned glass globes, you will be sure to hear the melancholy complaint that they *will* die in spite of every care taken to preserve them. The water is changed most regularly, the glass kept beautifully clean, the vessel shaded from the sunshine; yet, alas! alas! death is always busy among them. Is it internal disease? Is it external fungi? No; the cause is *starvation*. Every other pet is expected to eat, but these gold-carp are expected to subsist on—nothing! "But don't they eat the animalculæ?" Nonsense! Give them a few small earth-worms, or anglers' gentles, twice a week, and to prevent the necessity of frequently changing the water, throw in a handful of Anacharis (water-weed); and, instead of floating in succession "on their watery bier," they will get plump and healthy, and grow as rapidly as in their native waters. Some of our gold-fishes have been in our possession seven years, and have increased in size three times what they were originally.—*Recreative Science.*

3. SOUNDING SHELLS.

There are few persons who cannot remember the childish wonder with which they are filled, when a sea-shell was first placed to the ear; and the still greater wonder they experienced when told that the strange resonance which they heard was the roar of the sea; this being the common explanation given to children. There are, doubtless, many adult persons who do not know the phenomena of the sounding shell. It is caused by its hollow form and polished surface; these enable it to receive and return the beatings of all the sounds which tremble in the air that surrounds it.

4. NATURAL COMPASS.

In the vast prairies of Texas, a little plant is found, which, under all circumstances of climate, change of weather, rain, frost, or sunshine, invariably turns its leaves and flowers to the north. If a solitary traveller be making his way across those wilds, without a star to guide or compass to direct him, he finds a monitor in this humble plant, and follows its guidance, certain that it will not mislead him.

5. AGRICULTURAL DISTRIBUTION BY THE U. S. PATENT OFFICE.

The Patent office has ready for distribution over 30,000 well-rooted tea plants; 12,000 foreign and domestic grape-vines; 900 rooted seedless pomegranate cuttings, and various foreign, medicinal, and ornamental plants. The delay in distribution has been owing to the reduced appropriation made by Congress for agricultural purposes for the fiscal year ending June 30, 1860.

V. Papers on Physiology and Health.

1. PURIFICATION OF FOUL WATER—AN IMPORTANT DISCOVERY.

The *London Builder* says that Mr. Thomas Spencer, the discoverer of electrotype, has made another important discovery. He has ascertained that the magnetic oxide of iron, which abounds in rocky strata, and in sands, &c. attracts oxygen, whether it exists in water or in air, and polarises it—that this polarised oxygen is the salubrifying ozone—that this ozone, so formed, destroys all discolouring and polluting organic solutions in water, and converts them into the sparkling and refreshing carbonic acid of the healthful spring. Even sewage water can be thus almost instantaneously purified. Moreover, Mr. Spencer has discovered that the apparently mechanical process of filtration, is itself magnetical, and it is now known that all substances are constitutionally more or less subject to magnetical influence: thus all extraneous matters suspended in water may be rapidly attracted in filtration, and so separated; and this may be done whether on a great scale or a small, either by the magnetic oxide or black sand of iron, by a mixture of this with ordinary sand, or by various other means; and Mr. Spencer has discovered a solid porous combinatiom of carbon with magnetic oxide, prepared from Cumberland hæmatite, which is said to have very great filtering power.

2. INSTANTANEOUS DISINFECTION—VALUABLE SURGICAL DISCOVERY.

The Paris correspondent of the New York *Express* gives the folloming account of a valuable discovery, destined to effect a great amelioration in the treatment of ulcers, abcesses, flesh wounds, &c. "At the last sitting of the Academy of Sciences, the celebrated Dr. Velpeau demanded permission to make an important communication, and announced that two young practitioners in question, Messrs. Corme and Demeaux, had paid him a visit for the purpose of presenting to his notice their discovery and explaining to him its results. Messrs. Corme and Demeaux have found a process for the complete and instantaneous disinfection of animal matter. The action of the disinfecting agent arrests the progress of decomposition, and effectually prevents the generation of insects. The substance, prepared for use, costs here about one franc for a hundred pounds, and the expense in America would probably be still less. The following is the formula, as given by the inventors themselves: Plaster of commerce, reduced to fine powder, 100 parts; coal tar, one to three parts. The mixture of the two substances is effected with ease by the aid of a mortar, or by any other appropriate mechanical means. The application of this composition to the dressing of sores and wounds requires a particular preparation. A certain quantity of the powder, prepared according to the formula, is diluted with olive oil to the consistency of a paste or ointment. This species of paste or salve is of a dark brown color, has a slightly bituminous odor, and may be kept in a closed jar for an indefinite period. The oil unites the powder without dissolving it, and the composition has the property of absorbing infectious liquids the instant it is applied to the sore which produces them. The application may be mediate or immediate. In the latter case, that is to say, placing the composition directly in contact with the sore, no pain whatever is produced; on the contrary, the salve has a decisive action, cleanses the sore and favors cicatrization."

3. NECESSITY OF UPPER AND LOWER VENTILATORS IN A SCHOOL ROOM.

It has commonly been supposed that the impure air (carbonic gas) which is expelled from the lungs, descended to the floor. This has been shown by Professor Dalton and other eminent chemists, to be entirely erroneous. It has been ascertained by repeated experiments that carbonic gas diffuses itself rapidly into every part of the room. This being the case, the impure air must be drawn off from the upper stratum of the room, as well as from the lower. Some have supposed that an aperture half way between the upper and lower one, would draw off the impure air as it escapes from the lungs, and thus retard its diffusion; this, however, has not yet been established by satisfactory experiments. The deleterious effect of impure air is no longer questioned, and the necessity of some more thorough and effectual means of ventilation is urged by the most weighty considerations. In a room of 50 scholars, from 200 to 500 cubic feet of air are vitiated every minute, and unless some effectual means are devised for expelling the impure air, the most serious consequences must ensue.

4. SINGLE AND DOUBLE SCHOOL DESKS, &c.

Single desks are generally to be preferred to double ones. The whole expense for room and desks is about twenty per cent more. When practicable, the house should be so placed that pupils as they sit, may face the north. In rooms to be used in summer as well as winter, it would be better that there should be no windows on the south. In all cases there should be outside or inside blinds. Outside blinds are to be preferred to keep the room cool. Inside blinds can be more easily managed to modify the light. The gable end should also be toward the south, since by this arrangement the roofs would be much less heated in summer.

On the ceiling of every school-room the four points of the compass might be painted in distinct colors, with letters designating the several points.

VI. Papers on Colonial Subjects.

1. COLONIAL POSSESSIONS OF GREAT BRITAIN.

A blue book of 430 pages has just been published, full of statistical tables relating to the colonial and other possessions of the United Kingdom. It is drawn up in the commercial department of the Board of Trade, and bears strong evidence of the labor and skill with which that department is managed. From the abundance of its contents we are only able to notice a few of the most prominent articles of information which it contains. It apppears from this publication that the trade of the East Indies greatly surpasses in extent that of any other dependency of the British empire. In the last year of which we have an official account, the value of the imports was £28,608,284, of which enormous amount £16,739,897 was from the United Kingdom. In the same year the exports amounted to £26,591,877, of which £10,635,607 was to the United Kingdom. The whole trade, therefore, of India, was thus of the value of upwards of £55,000,000. Next in importance was the trade with the six colonies of Australia, namely, New South Wales, Victoria, South Australia, Western Australia, Tasmania, and New Zealand. The united value of the imports of these colonies was £25,823,283, of which sum £16,282,022 was from the United Kingdom. The value of the exports of the Australian colonies was £22,954,083, of which sum of £14,653,370 was to the United Kingdom. Next in extent and importance was the trade with the five colonies of British America, namely, Canada, New Brunswick, Nova Scotia, Prince Edward's Island and Newfoundland. The trade with these extensive and flourishing colonies amounted to £13,412,257, of which £5,743,962 was from the United Kingdom. The value of the exports was £9,807,084, of which £3,470,796 was to the United Kingdom. Next in importance was the trade with the 15 colonies of the West Indies. The value of the imports of these colonies was £3,716,892, of which £1,233,690 was from the United Kingdom. The value of the exports was £2,697,488, of which £2,306,618 was to the United Kingdom. In addition to these great groups of colonies, the trade of several of the detached colonies are very great. Thus, for instance, the value of the imports into the island of Ceylon was £3,106,664, of which £631,368 was from the United Kingdom. In the same year the value of the exports was £2,588,460, of which £1,348,614 was to the United Kingdom. The value of the trade with the Cape of Good Hope was £2,637,192, of which £1,911,122 was from the United Kingdom. The value of the exports was £1,988,406, of which £1,426,614 was to the United Kingdom. The trade with the Mauritius and with Malta was scarcely less extensive, and that of the Ionian Islands was about half as much.

2. BRITISH NORTH AMERICAN COLONIES.

The two Canadas have an area of 350,000 square miles, with a population of 3,000,000; New Brunswick 27,700 square miles, with a population of 225,000; Nova Scotia 18,746 square miles, with a population of 300,000; Prince Edwrad Island has 2,134 square miles, with a population of 62,398; and Newfoundland 57,000 square miles, with a population of 120,000—total area, 553,446 square miles and an aggregate population of 4,000,000.

3. THE POSITION OF CANADA.

Canada is just becoming to America what England has been to the Continent. The only reliable abode, free from public oppression; Canada, of all the divisions of this broad continent, is the only land of true liberty—the only safe shelter and permanent asylum for the slave, and instead of the equality of our laws being subverted by the man-hunter, and the conservative nature of our institutions becoming eclipsed by the superiority of American inde-

pendence, we shall continue to attract the better feelings and secure the sincere friendship of our republican neighbours; and bind by laws of amity and chains of commerce, to our soil the best business habits and most trustworthy alliances, belonging to this continent, and eventually be the means of consolidating into one political union a large share of the northern United States with the destinies of British America.—*Picton Gazette.*

4. THE PROGRESS OF NEW BRUNSWICK.

One of the New Brunswick papers gives a condensed report of a lecture delivered at St. Johns, by the Hon. Mr. Tilley, on the gratifying progress of New Brunswisk. The lecture was replete with much valuable information, enlivened by several historical incidents in the early history of the Province; and in closing, the Hon. gentleman compared our present position with that of the Province when its wholy revenue was £1200; and with that of even a later period when a man was paid £20 to erect a habitation for the accomodation of a few travellers on the line of road where now our railway passes. The Hon. gentlemen thus summed up the result of his observations and experience:

1st. The population of New Brunswick had doubled itself in every successive 17 years, commencing in 1782 and ending in 1850; that it might be expected to double itself in the succeeding 30 years.

2d. That the taxation of this Province is less than that of any other country in the world, being only 17s. 9d. per head, against 32s. in the States, and £3 in England.

3d. That individual wealth here is in the same proportion, being $550 per head against $403 in Canada, $320 in the States, and £100 in England.

4th. That the returns of exports for 1858 are individually larger here than in England, generally considered the largest exporter in the world, being here £5 12s., against £5 there per head.

5th. That returns show that agriculture in this Province, with its long winter, its highly paid labor, and its adequate markets, can be made to yield a large profit.

6th. That the grant for education in 1859 was £30,000, the exact sum granted by wealthy and populous England to the Privy Council of Instruction the first year the Council was formed.

5. CAPITAL OF THE HUDSON'S BAY COMPANY.

The capital employed by the Hudson's Bay Company is £1,265,068, and consists of stock standing in the names of the proprietors, £500,000; valuation of the Company's lands and buildings, exclusive of Vancouver's Island and Oregon—£318,884. The dividends from 1847 to 1856 averaged about 10 per cent. The stock ranged at about 205 for the same period.

6. FRENCH COLONIZATION IN AMERICA.

A work has recently been published in Paris, by M. Rameau, on French colonization and the French in America, which contains some interesting statistics. The total French population in America probably reaches, according to the figures given, about 1,250,000 souls. They are divided as follows:—Lower Canada, between eight and nine hundred thousand, Newfoundland, fifteen to twenty thousand; Nova Scotia, sixteen thousand; New Brunswick, twenty-five thousand. In the State of Maine there are four to five thousand Arcadian French; in the State of Vermont, fourteen to fifteen thousand; State of New York sixty thousand; Illinois twenty thousand; and at Green Bay, State of Wisconsin, twelve thousand French Canadians. The number in Louisiana is not given. The *Journal de Quebec* in noticing the work, remarks, that if France had desired it the French race would now be dominant over the vast heritage of Columbus. And that if Louis XIV. in the place of spending £165,000,000 in the embellishment of Versailles and its parks had employed the money in colonizing America, it might be said without exaggeration, that there would now be as many French in America as there are in France. "At the commencement of the 18th century, says M. Rameau, France possessed the whole of North America, on the ocean, and as far as California on the Pacific, with the exception of a narrow strip of land which, starting from Florida, ran along the Atlantic to the entrance of the Bay of Fundy, being limited in the rear of the Alleghanies and Alpalachas, and which formed the English colonies of Virginia and New England. The Gulf of the St. Lawrence, Canada, the interior lakes, the entire basin of the Mississippi and the Missouri, the North West, Oregon and all the territories north of California and Mexico, belonging to, and formed two immense Provinces, Canada and Louisiana. We occupied in the Atilles more than half St. Domingo, St. Louis, St. Dominick, St. Vincent, Tobaco, St. Bartholemy, and finally Martinique and Guadaloupe, the feeble remains which we now possess of so many colonies. In South America, we possessed Guiana and Malouines, now known as the Falkland Islands. In Asia, we dominated in India, and we had treaties which answered as establishments in Cochin China. Finally, the factory of the Colles on the coast of Algeria, Senegal, and the factories on the coast of the Isles of France, the Reunion and the Surzerainty of Madagascar, in Africa, gave us great importance, in this part of the world." Of all this vast extent of colonies, as M. Rameau remarks, there remains nothing to France but the remains of Guadaloupe and Martinique.

VII. Statistical and Geographical Papers.

1. THE POPULATION OF THE WORLD,

Classified according to Religious belief, compiled at the Statistical Bureau, Berlin, is as follows:

Europe	272,000,000
Asia and Oceanica	675,000,000
	82,000,000
Africa	200,000,000
America	59,000,000
Total	1288,000,000
Protestants	89,000,000
Roman Catholics	170,000,000
Greek Church	76,000,000
Jews	5,000,000
Mahomedans	180,000,000
Heathens	208,000,000
Budhists, &c.	550,000,000
Total	1288,000,000

2. THE NEW ITALIAN KINGDOM.

For years the dream of the Italian patriots has been the unity of Italy. Such a combination of the various provinces into which that beautiful land has been divided, as would unite them under one government, powerful enough to maintain their liberties against all foreign invasion, and to give them an influential position among the leading powers of the world. That dream seems about to be realized. Under the lead of Victor Emanuel, King of Sardinia, a Kingdom has been organized with assent to an overwhelming majority of the Italian people, of a territorial extent and population such as Italy has not known since the days of the Gothic Kings. The following table will show the population of the new kingdom:

KINGDOM OF SARDINIA BEFORE THE WAR.	
Population	5,167,542
SARDINIA AFTER THE WAR.	
Piedmont and the Island of Sardinia	5,167,542
Kingdom of Lombardy	2,866,396
Total	8,033,938
SARDINIA AS SHE IS AFTER THE RECENT ANNEXATIONS.	
Piedmont and the Island of Sardinia	5,167,542
Kingdom of Lombardy	2,866,396
Grand Dutchy of Tuscany	1,806,940
Dutchy of Modena	604,512
Dutchy of Parma	499,895
Legation of Bologna	375,631
Legation of Ferrara	244,524
Legation of Forli	218,433
Total	11,783,813
Deduct Savoy and Nice, given to France	847,738
Total	10,936,075

Under a constitutional government, animated by liberal sentiments, as has been that of Sardinia under its present monarch, the new Italian Kingdom has the promise of a career, which will give it a standing and position in the first rank of European nations.—*Leader.*

3. POPULATION OF CHINA.

An official census taken in China twice during the present century, at an interval of forty years, gives the following results:—The first taken in 1812, by order of the Emperor Kai-Ting, gave the number

of inhabitants at 360,278,597; and the second in 1852, under the reign and order of the present Emperor, Hien-Fung, 536,090,300. If these accounts be correct, and there is nothing to lead to the supposition that they are not, the Chinese population has, in forty years increased 176,629,706.

4. POPULATION OF CALIFORNIA.

The California *State Register* gives the following: The population of the State is at present 530,000; consisting of 395,315 Americans, 15,000 Frenchmen, 2,000 Englishmen, 10,000 Irishmen, 10,000 Germans, 15,000 Mexicans, 38,000 Chinese, 2,000 Negroes, 63,000 Indians, and 15,000 of other races.

5. POPULATION AND EDUCATION IN RUSSIA.

The population of the Russian empire was estimated at 65,200,000 in 1850. In 1858 it contained, as officially stated, only 5432 schools, with 133,618 pupils, of which, 4982 fall to the universities, 300 to the lyceums, 22,270 to the high colleges, 28,358 to the provincial schools, 53,654 to the parochial schools, 24,036 to the private establishments, and 3538 to the Hebrew schools. Besides these, there were in the district of Warsaw 76,059 students and pupils, in 1451 schools. So that the entire number of pupils in Russia and Poland is 210,030, in 3883 schools.

6. TELEGRAPHS AND RAILROADS IN RUSSIA.

Russia is making great progress. Her railroads and telegraph lines, which are the chief works undertaken since the termination of the war with the western powers, are evidently designed chiefly to supply a want that was greatly felt by her during the progress of hostilities. There are now railroads from St. Petersburg to Moscow, 398 miles, and Pokoff, 170, besides the short lines, from the capital to Peterhoff and Pavlovsk, and that from Warsaw to Tshentokhoff, on the Russian frontier, and 25 versts beyond, the total length of which is 182 miles. Other lines are in course of construction, or projected, from Pokoff to Warsaw, 462 miles, completing the railroad communication between the capital of the empire and that of Poland; from Dunaburg to Riga, 145 miles, to be afterwards continued to Libau, 53 miles further; and from Moscow to Theodosia, 990 miles. Telegraphic communication already exists between St. Petersburg and Cronstadt, Abo, Libau, Kowns, Keyeef, and Simpheropol, and between Nicholaieff and Odessa. There is one feature that presents a peculiar interest for the United States, namely, the Russian government has just given its sanction to a grand scheme for connecting St. Petersburg and New York by telegraph, via New Archangel and Behring's Straits, having stations at the Amoor, Irkutak, and other central points on the way, across the vast continents of Eastern Europe and Asia. The American section of the line will unite New York and San Francisco.

8. INCOME OF LONDON CHARITIES.

There are in London, twelve hospitals for general purposes, forty-six for special purposes, thirty-four dispensaries; giving relief to 365,956 persons every year Ninety-two hospitals, [income] £300,000; twelve societies for the preservation of life and health, benefitting 39,000, £40,000; seventeen penitentiaries and reformatories, £2,500; fifteen charities for the relief of the destitute, benefitting 150,000, £24,000; fourteen charities for debtors, widows, strangers, &c., £30,000; four Jewish charities, exclusive of twenty minor Jewish charities, £10,000; nineteen provident societies, £9,000; twenty-seven pension societies, benefitting 1,600, £58,968; thirty-three trade societies, of a purely charitable nature, exclusive of self-supporting societies, £113,467; a hundred and twenty-six asylums for the aged, benefitting three thousand, £87,630; nine charities for deaf, dumb, and blind, £25,000; twenty-one educational societies, £72,257; thirteen educational asylums, exclusive of schools supported by government, 1,777 persons, £45,435; sixty Home Missions, many of which extend their operations beyond the metropolis, £400,000; five miscellaneous, not admitting classification, £3,252; seven Church of England Foreign Missions, £211,135. The above represent a total yearly income of £1,768,945. To these may be added five other societies not susceptible of classification, making a total of £1,683,197. If we separate the societies of a purely domestic character from those operations wholy or in part conducted in foreign lands, the result will be as follows: Home charities, £1,222,529; foreign missions, £459,668. The amount spent in foreign missions, therefore, is just one-third of that devoted to the relief, instruction, and reformation of the poor, the ignorant, the unfortunate, and the vicious in London.

9. BUSINESS AT THE PORT OF LIVERPOOL.

A recent number of *Chambers' Journal* contained an article embodying some interesting facts regarding Liverpool, one of the great seaports of England and of the world. It appears that in 1857 nearly one-half of all the products exported from England were shipped from Liverpool. Out of £122,000,000 of exportation, £55,000,000 were exported from Liverpool, about half that amount from London, sixteen millions from Hull, and the rest from Glasgow, Southampton, &c. The population, within four miles of the Exchange, at the present time is about 600,000, and the rate of annual increase about 10,000. The property and income tax paid by the inhabitants in 1857 amounted to upwards of £7,000,000, or $35,000,000. The amount of tonnage belonging to the port in the same year was 936,022 tons, being greater by 76,882 than that of London itself. The amount of shipping which entered and cleared during the same year was upwards of nine million tons! Of the vessels which arrived from abroad, the United States sent by far the largest and most numerous, viz: 934 ships, of an average burthen of more than one thousand tons. There were from Italy 174 vessels, from Russia 102, and from France 317.

One great branch of the shipping business of Liverpool, is the shipment of emigrants to foreign and colonial countries. The tide of German emigration, even now, flows through England and escapes through Liverpool, in preference to Hamburgh and Bremen. Of the 212,875 British emigrants in 1857, nearly 156,009 sailed from this port. Of the above number, the United States attracted 126,905, British America 21,000, and Australia 61,248. The number of emigrants who left the shores of Great Britain from 1815 to 1857, was upwards of four millions and a half.

The pride of Liverpool is her docks, which cover a space of no less than four hundred acres of water along the Mersey. They extend on the Liverpool side of the river a distance of five miles, and two miles on the Birkenhead side. The sea-wall along the Liverpool side by which the shipping in the docks is preserved from wind and storm, is one of the greatest works of any age. Its length is upwards of five miles, its average thickness eleven feet, and its average height from the foundations, forty feet. Great difficulty was experienced in gaining a stable foundation for this great structure, and thousands of piles were driven and many great beams of timber sunk to secure a firm bottom. Upwards of eighty pairs of gigantic gates have been put up within the last thirty years, and some of them reach to the unparalleled width of one hundred feet.

9. THE GULF STREAM.—IMPORTANCE OF THE PANAMA ISTHMUS.

The Gulf Stream, where it quits the Gulf of Florida, has a velocity of from three to five miles per hour (varying with the season), a breadth of only a few miles, and a temperature of 83 deg. Thence it follows the coast of America to about the 36th degree of latitude, where it still possesses a temperature of 76 deg. Fahr., and where it quits the coast about Cape Fear, and, encircling the Azores, spreads itself in wide diverging streams over the basin of the Atlantic, between the coasts of America and Spain, forming a vast eddy, overgrown with the "saragasso," or gulf weed. The main stream, however, continues to run northwestward, directed full towards the British Islands, to about the 46th parallel, on the 40th degree of west longitude, where its force is much weakened by subdivision. The surface water, however, continues to flow onwards in the same direction, and its presence on our western shores is evinced by the warm vapours of the southwest winds wafted from above it, and by tropical plants and seeds thrown ashore on the west coast of Ireland, on the Hebrides, and even on Norway. [See page 55.] Were the Isthmus of Panama broken through, there is no doubt that the whole climate of our islands would undergo a most notable deterioration.—*Encyclopædia Britannica. New Edition.*

VIII. Miscellaneous.

1. SPRING.

It is the resurrection time. The earth
Hath put on a new raiment, and stands forth,
Bidding her children look upon her face.
The towering maple and the spreading elm
Lift up their emerald banners, and the moss
Creeps silently o'er the gray rock, and spreads
A velvet cushion o'er the fallen oak,
A tufted carpet underneath the trees.
Up in the interlacing branches, choirs
Of singing birds utter their bursts of song,

And pour upon the spell-bound worshipper,
Floods of glad melody. The sunlight looks
Through the green boughs, and charms the forest flower
From its most secret haunts. The grand old earth
Seems like a glorious temple, and each tree,
Each sheltered nook, a holy shrine, where souls
May pause to render homage.
On the bank
There are sweet clusters of blue violets
Which look so lovingly into my eyes,
That I would take them from their wildwood home,
To my own garden. And along the path,
The little white flowers peep to catch the light
Spring gives them with her glances. Bending shrubs
Are wreathed with stainless blossoms, and the marsh
Keeps in its damp recesses, flaming blooms,
That gleam like gems of fire.
Yon clump of thorns
Hath thrown on its white garlands, and the lambs
Lie in quiet shadows. Winding paths
Chequer the hill-side, where the flocks have sought
The murmuring stream, which, like a singing child,
Goes gently through the meadows. The soft air
Stirs gracefully the pliant willow twigs,
And wakes to fresher life the drooping grass.
Spring hath a myriad elemental hands
Which "cease not, night nor day," their mystic work.
Morn hath its dew; noon-day its tides of light;
Eve hath its million starry beams, and night
Its spreading veil of darkness; and the hills
And lowly vales, the flashing lakes and streams
Are putting on their rarest festal robes,
To greet the laden summer. Her warm breath
Even now is on the air, and her soft voice
Speaks from the waterfall; her magic tones
Send a new thrill through every living thing,
And make the season a triumphal day,
Grand with its bright processions, resonant
With trumpet notes. It is a new earth,
And a new heaven were spread before our eyes,
And through the open portals we could look
On jewelled pavements, and inhale the life
From all life-giving things. Each soul may find
A wondrous revelation, strange as that
Which blessed the tranc'd Saint on Patmos isle.

—*Mary A. Ripley.*

2. THE NEW GREAT SEAL OF ENGLAND.

The new Great Seal of England has been submitted to Her Majesty in council, approved, and delivered to the custody of the Lord Chancellor. The old seal, by the Queen's command, was defaced. Like all the Great Seals for the last 200 or 300 years, it is made of silver, being actually composed of two seals, upon one of which the obverse and on the other the reverse is engraved, and both are used in sealing documents, the wax being squeezed in a soft state between the two, the impression presenting thus the appearance of a medal in wax. With the exception of the seals in use in time of the Commonwealth, the Great Seals have always represented on the obverse the Sovereign on horseback, and on the reverse the Sovereign on the throne, each being accompanied with such other figures allegorical or otherwise, as the taste of the engraver may suggest and the Sovereign may approve. In the present seal the obverse represents a page leading Her Majesty's horse, and on the reverse Her Majesty sits on a throne under a handsome canopy, supported on either side by a figure of religion and another of justice.—*Court Journal.*

3. THE VARIOUS SILK FABRICS.

Silk is woven into curious fabrics, plain and figured, by the Jacquard loom, and also into velvets. The fine soft pile of velvet is produced during the process of weaving, by inserting short pieces of thread doubled under the shoot or weft, and which stand upright in such a way, and so close together, as entirely to conceal the interlacings of the warp and shoot. In the production of every yard of velvet, six yards of pile at least are used. The loops of the double threads intended for the pile are afterwards divided by running a sharp instrument, called a treval, along the groove. This is done by the hand, and of course requires great dexterity, as the slightest deviation from the proper line would infallibly injure, if not wholly destroy, the silk. Damasks of the most exquisite and elaborate patterns are produced by the Jacquard loom, and in some instances as many as twelve hundred or fourteen hundred changes or cards are required for their completion. Satin and satinet are peculiar kinds of silk twill, and exhibit in a most perfect manner the lustre of the material of which they are composed. Brocade is the general term for tissue of silk with gold or silver threads—a fabric of exceeding richness. Lutestring, Gros de Naples, Persian, &c., are names given to plain fabrics of silk, differing little from each other except in their thickness, or in the quality of silk. Tabberet, tobine, serge, levantine, etc., are twilled fabrics, occasionally relieved with satin stripes and cheeks, and are to be found of all qualities and colors. Crape, crisped or smooth—gauze in all its varieties—ribbons of multitudinous sorts—bandanas, &c., &c.—are two well known to require description. In fact, it would be almost impossible to enumerate the various stuff woven from silk, either for the purpose of clothing, upholstery, or ornament; but an idea of its cheapness and universality may be formed from the fact that, at the present time, there is scarcely an individual, even in very humble life, but uses it to some extent, either for the purposes of dress or of ornament.

4. MANUFACTURE OF PENNY POSTAGE STAMPS.

The London journals report that the annual demand for penny postage stamps in Great Britain is little short of 500,000,000. Supposing the year to contain 200 working days, that gives for every working day about 1,600,000 stamps to be manufactured.

IX. Short Critical Notices of Books.

—— THE MISSING LINK; or, Bible Women in the Homes of London Poor. By L. N. R. author of "The Book and its Story." New York: Carter & Bros. The work contains a most interesting account of the labours of the female Bible agents among the "London heathen." Many of the anecdotes and sketches are painfully touching. They exhibit the unrenewed human heart in some of its worst and best phases. The female agency employed has been for many reasons highly appropriate and successful.

—— HASTE TO THE RESCUE; or, Work while it is Day. By Mrs. Charles Wightman. New York: Carter & Bros. This is a kindred book to the foregoing. It gives a graphic detail of the labours of the kind-hearted authoress, in seeking to stem the torrent of intemperance and vice among the working men in the neighbourhood of her husband's parish, St. Alkmond, Shrewsbury, England. The book contains a preface by Miss Marsh,—the perusal of whose soul-stirring "English Hearts and English Hands," had incited Mrs. Wightman to the missionary work which she now records in her "Haste to the Rescue."

—— THE COTTAGE AND ITS VISITOR; By Miss Charlesworth. New York: Carter and Bros. Few who have read Miss Charlesworth's "Ministering Children" will be disappointed in perusing this abridgement of a new work from her pen. It details with great sweetness and interest varied labours of the writer among the poor. "Its counsel (says the preface) to those who desire to benefit the poor, but who feel the drawback of personal inexperience, is the result of long and intimate acquaintance with them; its narrative illustrations are strictly true, and the subjects of them were personally known to the writer."

—— ARCTIC EXPLORATION: the United States Grinnell Expedition in search of Sir John Franklin; a personal narrative. By E. K. Kane, M.D. Philadelphia: Childs & Peterson. This work records a series of personal privation and exposure, in search of the lost Franklin, which none but intrepid men like Dr. Kane could have had the courage to face. The American expeditions, although nobly undertaken, were, as in the case of Dr. Kane's second voyage to the Polar Sea, singularly deficient in many of the conveniences and comforts which experience had shown to be absolutely necessary in prosecuting a successful search. These privations unnecessarily exposed Dr. Kane and his companions to severer trials than those encountered by the English navigators, but they served to illustrate the endurance and devotion of that heroic man. The first American expedition under Lieut. De Haven, as recorded in this book, had less of stirring incident than the second, under Dr. Kane, but it furnished an abundance of other information of the deepest interest.

—— LIFE OF DR. KANE. By Dr. Elder. Philadelphia: Childs & Peterson. As a fitting sequel to the life and labours of so distinguished an Arctic traveller as Dr. Kane, it was proper that a biographical sketch of his career should soon follow after his decease. This has been prepared by his friend, Dr. Elder. It is full of incident and of the more striking events in Dr. Kane's life. It also contains an extended account of the honors paid to the memory of Dr. Kane during the passage of his remains

from Havanna to Philadelphia. This and the preceding work are well illustrated by steel engravings and wood cuts.

—— Life in Spain; Past and Present. By Walter Thornbury. New York: Harper and Bros. As a book of travels this volume is rather amusing than instructive. It is chiefly filled with narratives of personal adventure, and is illustrated with several wood engravings.

—— Modern History; from the time of Luther to the Fall of Napoleon. By John Lord, A.M. Philadelphia: C. Desilver. Although an American History of the various European nations, it is more free than usual from those objectionable passages which so often disfigure American historical and geographical works. The type is clear and the paper is good.

—— Compendium of American Literature. By Charles D. Cleveland. Philadelphia: E. C. & J. Biddle. This is in admirable compendium of American Literature. It is chronologically arranged, and contains biographical sketches of the one hundred and sixty-eight authors cited, with selections from their works. The specimens of American literature, given by the author, are admirably chosen. They embrace nearly the entire field of American literature, and include the names of all the distinguished authors of the United States, beginning with Jonathan Edwards, and ending with Bayard Taylor—an extract from whose recent lecture in Toronto, we give on page 55.

[Other works have been received from various publishers, and will be noticed in our next.—Ed.]

X. Educational Intelligence.

CANADA.

—— School Lands in Upper Canada.—*Grammar Schools.* 5,247¼ acres of those lands were sold during the past year, leaving 67,312½ still on hand. The price of the lands sold is $9,447 92. The gross receipts of the year $13,185 62. The net proceeds, deducting commission, ($1,062 32) is $12,123 30. *Common School.*—The sales during the past year of the balance of the million of acres set apart by the 12th Vic., cap. 200, for creating a Common School Fund, amounted to 5,852 acres, leaving 19,786¼ acres undisposed of. The purchase money of the lands sold during the year is $13,392 20. The gross receipts $59,167 45. The disbursements for commission and refunds $3,611 22, leaving a net income for the year of $46,556 23. The total net amount realized from these lands is $563,914 01. —*From the Report of the Commissioner of Crown Lands,* 1859.

—— Law Examination.—University of Toronto.—The following are the results of the recent examinations in the Faculty of Law:—

Matriculation.—Greek and Latin—Class I—Selby, McCaul, Rolls. Class III—Burnham, McKellar, D'Aubigny, Idington, Freel, Smith. Mathematics.—Class III.—Selby, D'Aubigny, Rolls, Burnham, Smith, McKellar, Idington, Freel, McCaul.—English.—Class I.—Selby, Rolls. Class II.—McCaul. Class III.—Smith, Freel, D'Aubiguy, Burnham, Idigton, McKellar. French.—Class I.—Selby. Class II.—Rolls. Class III.—McCaul. History.—Class I.—Selby. Class II.—Burnham, McKellar, Class III.—Idington, Rolls, Freel, D'Aubigny, Smith, McCaul. *First Year.* Greek and Latin.—Class I.—McCabe, Sutherland, (aeq.) English—Class I.—Sutherland, Class II.—McCabe. French.—Class II.—McCabe, Sutherland. History.—Class I.—Sutherland. Class II. McCabe. Logic, Ethics and Civil Polity.—Class I.—Sutherland, Class II.—McCabe. *Second Year.* Class I.—Hamilton. Class II.—Meredith, Kerr, W. J., McLennan, Scott, Osler, McGlashan, Smith, J. F., Stewart A. H., Moore, Begue. Class III.—Upper Cross, Marling, Read, Joseph, Duggan, Penton, Stewart, H. P., Wood. *Third Year,* Class II.—Miller, Smith, R (aeq.) Douglas, Boys, Robertson, Stephens, O'Gara, Bull, Denison, English, Bethune, Stayner. Class III.—McMahon, O'Brien, McIntyre. *Candidates for LL.B.* Class I.—Spencer, Livingston. Class II.—Foster, Hancock. Class III.—Wood, Benson, Bowlby, Blair, J. George Hodgins, Pappe, Cochrane, Ham, Cronyn, Curran, Special exanination for LL.B.—Rev. A. Wickson. *Scholarships.* Matriculation.—Selby, first year; 1st Sutherland, 2nd McCabe, second year, J. C. Hamilton. Silver medals were awarded to Spencer and Livingston of the fourth or LL.B. year.

—— Victoria College.—J. Campbell, A. M., having resigned his appointment in the College, the students presented him with a complimentary address, and gave him a dinner on leaving. Mr. Campbell has been appointed Master of the Bradford Grammar School.

—— Woodstock Baptist Institute.—The Rev. Dr. Fyfe, late of this city, has been appointed Principal of this Institution.

GREAT BRITAIN.

—— Oxford University.—The *Oxford Calendar* for 1860 (recently published) shows an increase in the number of students, members of Convocation, and members on the books, which, following upon a considerable increase in 1859, is very satisfactory. The matriculations have advanced from 399 in 1859 to 419 in 1860, an increase of 5 per cent. The Bachelors of Arts have risen from 277 to 300, an increase of 8 per cent.; and the Regent Masters from 234 to 258, an increase of 10 per cent. The members of Convocation are now 3,828 against 3,659 in 1859, an advance of nearly five per cent.; and the members on the books are 6,297 against 6,194 in 1859, an advance of 1¾ per cent. The colleges in which the increase is most remarkable are Christ Church, which has risen from 793 to 840, an increase of 6 per cent.; Exeter, which has risen from 524 to 545, an advance of 4 per cent.; and Queen's, which has risen from 240 to 256, an advance of almost 7 per cent. The only college in which the numbers are seriously diminished is Worcester, which has fallen from 345 members to 321, a decrease of seven per cent. Among the halls the chief increase is at St. Mary-hall, which has 71 members against 61 in 1859, an advance of nearly 17 per cent.; while the chief diminution is at St. Edmund-hall, which has 64 members against 72 in 1859, a decrease of 11 per cent.—*Colonist.*

—— The Origin of Harrow School.—In the time of the Stuart's, a certain farmer, in the neighbourhood of Harrow, named Lyon, died, and left part of his property for the foundation of a school for the education of poor lads born in the vicinity. This was the root from which the great national academy of Harrow sprung. Lyon's property, not of very great value when he died, has now grown so great, that it is thought that in a short time the trustees will not know what to do with the money. Of course, very few of the poor lads of the neighborhood find their way to this very aristocratic school; and it his very much to the honor of Dr. Vaughan that, during his head-mastership, he has supported a school for the purpose of giving a plain commercial education to the true objects of Farmer Lyon's charity; we only hope that his successor will follow his example. It must not be supposed, however, that the almost princely income which the head-master of Harrow enjoys is derived from the trust-estates; on the contrary, his salary under Lyon's will amounts to no more we believe than £40 per annum, and yet it is believed that Dr. Vaughan has made out of the school not less than £8,000 per annum. This large sum is derived partly from a capitulation fee of something like £10 per head for each boy in the school, and partly from the sums paid by parents for the residence of their sons in the house of the head-master. All the Harrow masters enjoy, we believe, the privilege of taking inmates in this way; and we believe that the second master has even a greater number of inmates than Dr. Vaughan.—*The Critic.*

—— Monument to Rev. Dr Watts.—The monument to Dr. Isaac Watts is to be placed on a natural mound in those fields which, it is said, the poet had in his eye, when composing the beautiful hymn on immortality, with the line:

"Sweet fields beyond the swelling flood."

The place will hereafter be called "Watts' Park."

—— The Irish National Education System.—A meeting has been held in Derry for the purpose of co-operating with the Ulster National Education Society in upholding the principle of united education, and opposing denominational grants in Ireland. The Bishop of Derry and Raphee declined to take part in the proceedings, because he is a commissioner of national education, but he expressed his approval of the "good and righteous cause," for he said he was thoroughly persuaded that the national system has already been productive of great good to the country at large, and that it is founded on the righteous principle of "doing to others as we would they should do unto us."

UNITED STATES.

—— Munificient.—Mr. J. H. Brown, who supports fifty-two young Baptist theological students at Howard College, in Alabama, at an annual cost of $13,000, has recently endowed a theological chair in that college by a contribution of $25,000.

—— Southern University.—More than half a million in money has been subscribed in one or two of the Southern States to the fund now being raised for the purpose of founding a University of the South. The last meeting of the Board of Trustees was held at New Orleans, and presided over by Bishop Otey, of Tennessee.

—— CHOCTAW SCHOOL FUND.—The far west correspondent of the Boston Journal writes that the Choctaws have permanent fund of more than $1,000,000 in the hands of our government, including $1,000,000 set apart for school purposes. The interest is paid annually, affording them a revenue of $60,000, which meets all their governmental and educational expenses, and obviates the necessity of taxes. There are ten "mission" boarding schools in the nation, at which, in addition to the common and higher English branches, the boys are systematically exercised at farm labor, and the girls initiated into the manifold mysteries of housewifery. The Methodists have charge of most of these institutions, but several are conducted by the Presbyterians. Some six hundred children are receiving instruction in these schools.

XI. Departmental Notices.

POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, *must be pre-paid*, at the rate of one cent, *and be open to inspection*, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cts. and 21 cts. on each package, including the Post Office fine of nearly *fifty per cent.* for non-payment.

PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the new Postage Law, the postage on all books, printed circulars, &c., sent through the post *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will, therefore, please send such an additional sum for the payment of this postage, at the rate specified, and the new Customs duty, as may be necessary.

INDISTINCT POST MARKS.

We receive, in the course of the year, a number of letters on which post marks are very indistinct, or altogether omitted. These marks are often so important that Postmasters would do well to see that the requirement of the post office department in relation to stamping the post mark on letters is carefully attended to.

SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages, and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools will be sent direct to the head Masters, upon application to the Department.

PUBLIC SCHOOL LIBRARIES.

"Township and County Libraries are becoming the crown and glory of the Institutions of the Province."—*Lord Elgin at the Upper Canada Provincial Exhibition, September*, 1854.

The Chief Superintendent of Education is prepared to apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law. Prison Libraries, and Teachers' County Association Libraries, may, under these regulations, be established by County Councils, as branch libraries.

PRIZES IN SCHOOLS.

The Chief Superintendent will grant one hundred per cent. upon all sums not less than five dollars transmitted to him by Municipalities or Boards of School Trustees for the purchase of books or reward cards for prizes in Grammar and Common Schools. Catalogues and Forms forwarded upon application. Where Maps, Apparatus, Prize, or Library Books are required, it will be necessary to send *not less than* $5 for each class.

SCHOOL MAPS AND APPARATUS.

The Chief Superintendent will add one hundred per cent. to any sum or sums, not less than five dollars, transmitted to the Department by Municipal and School Corporations on behalf of Grammar and Common Schools; and forward Maps, Apparatus, Charts, and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person, acting on behalf of the Municipality or Trustees, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of articles to be sent can always be made by the Department, when so desired.

NO PENSIONS TO COMMON SCHOOL TEACHERS, UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools in Upper Canada who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent without delay, if they have not already done so, their annual subscription of $4, commencing with 1854. The law authorizing the establishment of this fund provides, "*that no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*" No pension will be granted to any teacher who has not subscribed to the fund.

MRS. SIMPSON'S ESTABLISHMENT for the BOARD & EDUCATION of YOUNG LADIES, 4 & 5, Inkerman Terrace, Montreal.

In the system of Instruction adopted, a high Educational Standard is aimed at, and no pains are spared to ensure proficiency both in the solid branches and accomplishments. All the arrangements of the School are are made with a view to the health and comfort of Pupils. For Prospectus apply to Messrs. B. DAWSON & SON, 23, Great St. James Street, Montreal, or at the School.

Montreal, April, 1860. [*pd. 3t. amj.*

LOVELL'S SERIES OF SCHOOL BOOKS.

NEW BOOKS JUST PUBLISHED.

THE NATIONAL ARITHMETIC, in theory and practice (in decimals.) By J. H. Sangster. Price 60 cts.

NOTES AND EXERCISES IN NATURAL PHILOSOPHY, including Statics, Hydrostatics, Pneumatics, Dynamics, and Hydrodynamics. By J. H. Sangster. Price 75 cts.

THE CLASSICAL ENGLISH SPELLING BOOK, comprising all the important Root words from the Anglo Saxon, the Latin, and the Greek, and several hundred exercises in derivations and in verbal distinctions. By Geo. P. Vasey. Price 20 cts.

ENGLISH GRAMMAR MADE EASY, and adapted to the capacity of children; in which English accidence and etymological parsing are rendered simple and attractive. By Geo. P. Vasey. Price 20 cts.

THE BRITISH-AMERICAN READER, for the use of Schools, on the History, Geology, and Botany, Natural History and Productions, Climate and Scenery of British North America. By J. Douglas Borthwick. Price 50 cts.

For sale by R. & A. MILLER.
87 Yonge Street.

Toronto, February, 1860. [*ap 3t. fma* 10d.

JOHN ELLIS, ENGRAVER and LITHOGRAPHER, 8, King Street West, Toronto. Trustees supplied with School Seals at $2 each; also Lever Presses and Dies for Corporations or Notaries, at $8. Arms or Crests on Envelopes.—Visiting and Wedding Cards.

Toronto, February, 1860. [*pd 3t. fma.*

* ADVERTISEMENTS inserted in the *Journal of Education* for twenty-five cents per line, which may be remitted in *postage stamps*, or otherwise.

TERMS: For a single copy of the *Journal of Education*, $1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

☞ All communications to be addressed to Mr. J. GEORGE HODGINS, *Education Office, Toronto.*

TORONTO: Printed by LOVELL & GIBSON, *corner of Yonge and Melinda Streets.*

JOURNAL OF EDUCATION,

Upper Canada.

VOL. XIII. TORONTO: MAY, 1860. No. 5.

CONTENTS OF THIS NUMBER.

		PAGE
I.	A Sketch of the Common School Libraries in the United States and Canada	65
II.	School Library in Blanshard	70
III.	The Proper Books for Canada	70
IV.	Story-Books for Children	70
V.	Immense Libraries	70
VI.	Police Libraries in New York	71
VII.	PAPERS ON PHYSICAL EXERCISE—(1) Healthy Games: Cricket. (2) The Value of National Games. (3) Physical Games in Colleges and Schools. (4) Gymnasia in Colleges. (5) A Social Necessity. (6) Military Drill in the English Public Schools. (7) Boston Schools—College Boat Races	71
VIII.	EDITORIALS—(1) Normal School Teachers. (2) Apportionment of the Legislative School Grant of Upper Canada, for 1860	73
IX.	PAPERS ON PRACTICAL EDUCATION—(1) Over-Taxing the Mind. (2) Transcribing *versus* Dictation. (3) Hints on Oral Teaching	76
X.	BIOGRAPHICAL SKETCHES—No. 9. Professor C. A. Goodrich, L.L.D. 10. S. G. Goodrich, Esq. (Peter Parley)	77
XI.	PAPERS ON COLONIAL SUBJECTS—(1) Railroad System in Canada: Its effects upon American Interests. (2) Chateauguay and Queenston Heights	77
	Education in New Brunswick	78
XII.	MISCELLANEOUS—(1) The Union Jack. (2) The Secret of England's Greatness. (3) Queen Victoria's Integrity towards her Father's Creditors. (4) Prince Alfred under Discipline. (5) Teachers and Nurses in the Queen's Household. (6) Ornament your School Grounds	78
XIII.	SHORT CRITICAL NOTICES OF BOOKS—(1) Brasil and the Brasilians; portrayed in Historical and Descriptive Sketches. (2) Self-Help; with Illustrations of Character and Conduct	79
XIV.	Educational Intelligence	79

A SKETCH OF THE COMMON SCHOOL LIBRARIES IN THE UNITED STATES AND CANADA.*

(*In alphabetical order.*)

This class of public libraries has in several States attracted much attention and involved large expenditures. An effort has been made to collect reliable information on the subject, and the following article is believed to contain much that has never been given in a connected form. A *whole* volume could be prepared, and would indeed be necessary to illustrate the various systems of school libraries; and it is hoped that this may yet be done by a competent hand.

The aggregate number of volumes in the Common Schools in the United States is about TWO MILLIONS, and in Canada nearly a quarter of a million. The system introduced, under the energetic and judicious measures proposed by Dr. Ryerson, in Upper Canada, deserves special mention. *It appears to be the opinion of some who have given special attention to this subject, that the system of School Libraries of Canada is in advance of any in the United States.*

CALIFORNIA.

During 1854, $3990 52 were expended in 14 counties, for school libraries and apparatus.

CONNECTICUT.

In 1838, no efforts had been made to provide the district schools with libraries. Mr. Barnard states that out of 1400 schools which he visited, there were but six libraries, containing in all less than 1000 volumes.

By an Act of the General Assembly, May Session, 1856, the Treasurer of the State, upon the order of the Superintendent of Schools, is authorized and directed to pay over the sum of ten dollars, out of any moneys that may be in the public treasury, to every school district which shall raise, by tax or subscription, a like sum for the same purpose, to establish within such district a school library, and to procure philosophical and chemical apparatus; and the further sum of five dollars, annually, upon a like order to the said districts, upon condition that they shall have raised a like sum for such year for the purposes aforesaid.

Since the passage of this law up to May, 1857, 133 districts have availed themselves of its provisions, and the aggregate amount raised by these districts has been nearly $2000. The total number is 186; 58 libraries having been reported previous to the enactment of the new law. The amount paid from the State treasury to districts, is $1330. In some districts a large proportion of the money was expended for reference books; but in others, for volumes for general circulation. The law requires that books purchased for district libraries be approved by the Board of Visitors of each town.

The whole amount expended for libraries, during 1858, was $3757 29. A large proportion of the money has been appropriated for the purchase of books for circulating libraries. More than 14,000 volumes have thus been placed within the reach of parents and children during the past year. In city and village districts, reference books, maps, philosophical and chemical apparatus have been more frequently purchased.

On the 1st of January, 1859, there were 461 school libraries with 25,700 volumes.

INDIANA.

"The law of 1852 imposed a tax of a *quarter of a mill* on the property, and an assessment of *twenty-five* cents on the poll, for the purpose of establishing a library in every civil township in the commonwealth. This tax was limited to the period of two years. The assessment for the aforesaid purposes during these two years, amounted to £186,327. The amount realized from that levy was £176,335, leaving a delinquency of only £9,991. The Revised School Law of 1855 provides for a similar levy for only *one* year, which will amount, according to the data found on page 54 of the Auditors's Report, viz.: £301,858,474 of property, and 178,877 polls, to the very handsome sum of £123,183. The uncertainty, however, inci-

* From the Manual of American Libraries, by William J. Rhees, Esq., first clerk of the Smithsonian Institution, Washington.

dent to such legislative restriction is enough to damage the reputation and interests of even the best of causes. Were a similar policy adopted relative to any other great interest of the State, it would be deemed unwise and ruinous in the extreme. It is, however, to be hoped, that such expressions as the following will not be lost on the public mind: 'Nearly all the books have been drawn out as much as *twenty-five* times, many of them oftener, and quite a number of the books are not permitted to remain in the library an hour before they are withdrawn.' Says another: 'Our library is doing more good than any thing that has ever been done by the Legislature of this State. Great interest is manifested in it here.' The latter remark represents the state of things in a rural district in the oldest county in the State, and the former portrays the condition of the library enterprise in a large river city in the 'Pocket.' The number of volumes embraced in the purchase, and distributed to the townships, is *two hundred and twenty-six thousand two hundred and thirteen.*"

In 1855, there were 135,378 volumes in the school libraries of the State of Indiana.

The number of volumes distributed is 226,213, at a cost of $154,335 22.

The amount of library tax for 1855, was $108,243 21.

"The operation of the library feature of the system, as far as heard from, has been exceedingly happy, disappointing the predictions of its enemies and the fears of its timid friends, and even transcending the most sanguine expectations of its more ardent advocates. The interest awakened by its use, and the estimation in which it is held by adults as well as youth, confirm the wisdom that gave it a township character rather than a district mission.

"There are many pleasant tokens that it has entered on a glorious mission, and the indications of the high estimation in which it is held and the usefulness it is accomplishing, are neither few nor insignificant. One township reports 1230 volumes taken out in 3½ months; another 687 in 4 months; another 1242 in 9 months; another 1050 in 6 months; another 700 in 9 months; another 1540 in 10 months; another 2127 in 8½ months. No two of the said townships are in the same county, and none of these libraries contained more than 330 volumes."—*Report of C. Mills, Feb.* 11, 1856.

IOWA.

The exemptions from military duty, and all fines, are appropriated to the support of schools and school libraries.

In 1854, there were 1520 district schools, having only 576 volumes reported in their libraries.

MASSACHUSETTS.

From the Twelfth Report of the Secretary of Board of Education, presented November, 1848, we learn that the number of volumes in the school libraries was 91,539, and their estimated value, $42,707. "It would be difficult," adds the Secretary, "to mention any way in which a million of dollars could be more beneficially expended than in supplying the requisite apparatus and libraries for our common schools."

A communication from the Secretary of the Board of Education, dated March 5, 1859, states, "Our school system in Massachusetts does not embrace 'school libraries,' as a part. Several years ago they were established in many school districts, but have generally failed to excite the interest necessary to keep them in existence. We have no returns giving information respecting them."

MICHIGAN.

Two mills on each dollar of valuation is taxed, $25 of which is applied to the purchase of books for the township library.

The clear proceeds of all fines, penalties, and exemptions, are devoted to the purchase of books, and apportioned by the County Treasurer according to the number of children between the ages of four and eighteen.

The books are intended for the use of all the inhabitants, and not restricted to scholars attending school.

The inspectors purchase the books for the township libraries, and make all necessary regulations respecting their use. The township clerk acts as librarian. All works are excluded having directly or remotely a sectarian tendency, and also novels, romances, &c. No person except directors of school districts can draw books, and the inhabitants of the districts draw from them. The libraries are open every Saturday from 12 to 2.

A district library is provided for the City of Detroit, by a tax of $200 annually. Act, Feb. 17, 1842.

The whole number of school districts is 4404. In 1851, there were 97,148 volumes in the township libraries. In 1853, the number of volumes in the libraries was 112,538. In 1854, the number was 121,201.

Amount of two mill tax assessed by the supervisor, and collected for support of school and township libraries, $67,179 55.

Amount of fines, penalties, and forfeitures of recognizance, received of county treasurers for the purchase of books and township library $2457 80.

MISSOURI.

In 1854, the number of common schools was 1546, and of district libraries 1117.

NEW HAMPSHIRE.

The Secretary of the Board of Education, Jonathan Tenney, in his Report for 1856, after stating what had been done in the States of New York, Ohio, Indiana, &c., earnestly recommends the adoption of a system of school libraries in New Hampshire. He thinks it would be unwise to appropriate an equal amount to each town of such various size, wealth, and length of school as exists there. If the State will not aid in this work, he urges the teachers, committees, and intelligent citizens to persuade the towns to do it. The number of school, district, social, or town libraries in New Hampshire, is 73, volumes 47,745.

NEW YORK.

"In 1835, the districts were, by Act of Legislature, authorized to tax themselves $20 each for the first year, and $10 each year afterwards, for the establishment of a library. But few districts availed themselves of this privilege. In 1838, it was made imperative upon each district, the State paying half of the sum." These libraries are "not so much for the benefit of children attending school as for those who have completed their common school education. Its main design was to throw into school districts, and to place within the reach of all their inhabitants, a collection of good works on subjects calculated to enlarge their understandings and store their minds with useful knowledge." (Report, 1836.)

"Selections for the district libraries are made from the whole range of literature and science, with the exception of controversial books, political or religious. History, biography, poetry, philosophy —mental, moral, and natural—fiction—indeed every department of human knowledge, contributes its share to the district school library. The object of this great charity was not merely to furnish books for children, but to establish in all the school districts a miscellaneous library suited to the tastes and characters of every age.

"By means of this diffusive benevolence, the light of knowledge penetrates every portion of the State, and the sons of our farmers, merchants, mechanics, and laborers, have daily access to many well-selected books, of which, but for this sagacious policy of our State, a majority of them would have never heard. If knowledge is power, who can calculate the energy imparted to the people of this State by the district school and district library?" (Annual Report of the Superintendent of Common Schools, January 2, 1849.)

"By provision of the Act of the Legislature, April 17, 1838, the sum of $55,000 of the United States' deposit fund was required to be distributed among the several school districts of the State, and by the trustees of districts to be appropriated for three years (extended, in 1839, to five years,) for the purchase of a district library, and after that time, for a library, or for the payment of teachers' wages.

"In 1838, the means of distributing books throughout the country were by no means as great as they now are. Railroads were but few; and the means of access to many parts of the State were unfrequent, tedious and expensive. Literature was by no means generally circulated. The authority given by the Legislature to establish joint district libraries, at the same time that it recognizes the demand made for more libraries, also admits the inconveniences, expenses, and often wastefulness, of the plan of maintaining separate district libraries."

The opinion of the State Superintendent of Schools, on the subject, as found in his Annual Report, 1857, shows how much these institutions are neglected, even in the country, where it is difficult to procure reading matter. That opinion is as follows:—

"The advantages that actually result from their establishment, while unquestionably large, are, it is to be feared, sensibly decreasing. It is now through their secondary influence in having excited a taste for reading, which seeks its gratification in the private purchase of books, that the libraries are of very considerable value, rather than by actually supplying the demand they originally stimulated. In those districts where the libraries have been best appreciated and most extensively read, the interest in their contents is to the largest degree exhausted, and can only be renewed by a constant replenishing of the shelves with fresh books. The existing appropriation is too small to produce a very marked effect in this way, and the consequence is, that both the old and the new volumes are falling into neglect.

"As the inhabitants cease to resort to the libraries, the officers who are charged with their custody and preservation, become careless and indifferent, and the books are stowed away like the forgotten lumber of a garret, to moulder and dilapidate.

"Melancholy evidence of the truth of their waning usefulness is presented in the fact, that an apparent diminution of 31,940 volumes is reported in immediate juxtaposition with the expenditure of over $43,000 in the past year, which ought to have largely swelled their number. It is, doubtless, true that this reported decrease is unreal, and that it is to be charged to the defects in the statistics. But the fact that the department has been forced to present such erroneous returns in spite of its efforts to secure accuracy, is, of itself, conclusive proof that the books are so scattered that they cannot be correctly catalogued, or that the librarians, who must reflect in this particular the feelings of those by whom they are appointed, regard them as of too subordinate importance to require great exertion in obtaining minute information about their condition. The increasing application to this department for permission to expend the library money for the payment of teachers' wages, confirm the evidence."

The total number of volumes in the school and district libraries have been reported for a series of years on the first of January as follows: in

Date.	Volumes.	Date.	Volumes.
1847	1,310,986	1853	1,604,210
1848	1,338,848	1854	1,572,270
1849	1,409,154	1855	1,494,542
1850	1,449,950	1856	1,416,100
1851	1,507,077	1857	1,377,933
1852	1,570,121		

It will be seen from the above table, that notwithstanding the large amounts annually appropriated to this purpose, the number of volumes in 1857 is 226,277 less than was reported in 1853. The Superintendent of Public Instruction states, that he is unable to account for this falling off, which in the last four years has amounted to an average of 56,569 volumes per annum. The interest in these libraries seems to have ceased in many parts of the State, and may be owing to the fact, that in too many cases works of an ephemeral character have formed their contents, more to the gratification of the publishing agent than the benefit of the district.

The payments made by the State for libraries in the year 1857 were $6806 68 for cities, and $25,857 07 for the rural districts. Total, $32,163 75.

The portion of the literature fund for the purchase of libraries, apportioned to New York City, has been annually received by the Board of Education, and although, by its by-laws, it has declared that school libraries, under the control of the officers of the ward, should be established, yet no part of these moneys has been applied to such purpose. On the 1st of August, 1855, a Report was made, by a Committee of the Board, favourable to the establishment of libraries in the various grammar schools, and of a library in the Hall of the Board; but no action, up to 1858, had been taken in regard to it. In the Report, the Committee say that the sum, so appropriated, then amounted to about $100,000; that it had been exhausted not for libraries, but for the current expenses of the Board. The friends of the schools No. 44, and No. 40, in the 5th and 18th wards, have established libraries in them, by voluntary subscriptions.

OHIO.

The law devotes one-tenth of a mill upon the dollar valuation, on the grand list of property taxable for State purposes, as an annual fund "for the purpose of furnishing school libraries and apparatus to all the Common Schools of the State," and provides that "every family in each district or sub-district shall be entitled to the use of one volume at a time from the school library, although no member of such family attend any of the schools of the township." The Township Boards of Education are vested with the power to "make and enforce such rules relative to the use and preservation of the school libraries and apparatus, as they may think advisable," including the appointment and direction of librarians. These libraries are "deemed the property of said several boards, or local school officers, to whom the same may have been delivered, and shall not be subject to execution, sale, or alienation for any cause whatever." Section 51 further provides that "as soon as the revenues raised for the purpose of furnishing the Common Schools with libraries and apparatus will admit, it shall be the duty of the State Commissioners of Common Schools to purchase the same, and the books and apparatus so purchased shall be distributed, through the Auditor's office of each county, to the Board of Education in each township, city, or incorporated village, according to the enumeration of scholars."

Perhaps no single recommendation has been more frequently made, by State officers charged with the superintendence of Common Schools, than some public provision for Township or District Libraries.

In the report of H. H. Barney, March 12, 1856, it is stated that "the whole number of volumes purchased and distributed, or to be distributed, is 321,793, costing $198,092 54."

Receipts, District School Library Fund, during 1854-'55, $60,639 75; disbursements, $84,095 35. Receipts during 1855-'56, $83,257 20; disbursements, $82,906 47.

The total number of school libraries in Ohio in 1855, was 4777; value $84,737 90; volumes 136,121. Amount expended for books in 1854 and 1855, $150,787 08.

The receipts of the District School Library Fund for the years 1854, 1855, and 1856, amount to $218,150 53. One-half of all the taxes levied in 1855 by State authority were for Common School and Library purposes. The total amount was $1,377,493 75; of this $78,848 68 were for libraries.

The orders for books were then executed by a general agent, H. W. Derby, of Cincinnati. All the books are bound in full library style, with dark sprinkled or marbled edges, covers embossed and stamped.

Information from various parts of the State discloses very diminished views in regard to this feature of the present system, in most instances the expression being warmly of approval, and of anxiety that the annual supply of books may be continued; while in some quarters a peculiar prejudice seems to exist against this provision of the law.

PENNSYLVANIA.

The public grammar and secondary schools of the First Section of the First School District of Pennsylvania (embracing the central part of Philadelphia) have libraries averaging 500 volumes each, established and maintained by the income arising from a bequest of $10,000, by Stephen Girard, for that purpose.

RHODE ISLAND.

Mr. Henry Barnard's labours in the cause of education in Rhode Island, some years ago, met with much success. Before he left the State, a library of at least 500 volumes had been secured for at least twenty-nine out of the thirty-two towns.

"The Portsmouth school district library was the first established, mainly by a liberal donation of $100 from Miss Sarah Gibbs.

"The library at Lonsdale was purchased, at an expense of $550, by the Lonsdale Company. The books are lent out, to any who applies for them, at a cent a volume. More than $70 were realized, the first year, from the circulation of the books.

"The library at Slatersville was purchased out of an appropriation of $500, made by Messrs. Slater, Lockwood, and Carter.

"The libraries at Burrillville, Gloucester, Foster, Cranston, Hopkinton, Richmond, Charleston, Exeter, Little Compton, New Shoreham, Jamestown, and Barrington, owe their existence mainly to the liberality of Amasa Manton, Esq., of Providence, who, by an expenditure of $1000, was instrumental in raising in these towns double that amount, and has thus secured the establishment of ten libraries, with at least 5000 good books."

Mr. Barnard (in the "Report and Documents relating to the Public Schools of Rhode Island for 1848," pages 425 *sqq.*) has given an historical and statistical account of the several libraries in the State, with a sketch of the organization, and the history and bye-laws of the Pawcatuck Library Association, as a favourable specimen of a public school library. He has also published the catalogue of this collection, in 94 closely printed 8vo. pages. This library was selected by Mr. Barnard, and the catalogue, with explanatory remarks and select hints on reading, was prepared by him. We extract the following paragraphs descriptive of the catalogue:—

"The first of the following catalogue is a *catalogue of subjects*. Its design is not simply to give *the titles of the books* of the library, but to furnish an *index to the subjects considered in the books*. To effect this, the various books in the library have been analyzed with considerable care, and the several subjects exhibited by them have been arranged under their proper heads. The analysis has been confined to distinct treatises and separate articles on subjects. The design of the analysis, it is thought, has been accomplished, viz.: to make the catalogue so full that no one shall be obliged to remove a book from the shelves in order to learn its contents or subjects, and that those who use the library may make their selection of books directly from the catalogue. Thus the convenience of persons in their selections will be greatly promoted, and the injurious handling of the books be prevented.

"In addition to the catalogue of subjects, a *catalogue of authors* is also given, in which *the names of all the authors in the library are placed alphabetically*, and under each name all such works of that author as belong to the library. By the aid of these two catalogues any person, even those the least familiar with books, may very readily refer to any work or any subject which they may wish to examine. In both catalogues the number of each book, as it stands on the library shelves, is carried out on the margin of the page against its title."

VERMONT.

There are a few school libraries in this State, but the secretary of the Board of Education, J. S. Adams, Esq., writes (1856) that,

"hitherto no means have existed of gathering accurate statistics in reference to them. A recent enactment of the Legislature has made provision for collecting statistical information in regard to schools."

WISCONSIN.

By Act of April 16, 1852, all incorporated academies and literary institutions in the State having a library of 300 volumes, are entitled to one copy of the Revised Statutes, one copy of the Session Laws of each session of the Legislature, one copy of the Journals of the Senate and Assembly, one copy each of the Journals of two Constitutional Conventions, one copy each of all documents printed by order of the Legislature of the State, one copy each of the Revised Statutes, Laws, and Journals of the Council and House of Representatives of the Territory of Wisconsin, and the Reports of the decisions of the Supreme Court of the State. These documents are to be delivered by the State librarian within ninety days after publication.

In 1854 there were 75 school-houses built of brick, 79 of stone, 1052 frame, 933 logs. Total 2139, valued at $347,542 55. The number of district libraries was 830, containing 14,027 volumes. The largest number of volumes was in Rock County, 1687, and the least in Iowa County. More than half the counties had no libraries.

Section 74 of the school law provides that "each town superintendent may, in his discretion, set apart a sum, not exceeding ten per cent. of the gross amount of the school money apportioned to any district, which shall be applied by such district to the purchase of school district libraries," &c.

"Too little importance is attached to this subject generally."—*Report of H. A. Wright, for* 1854.

During 1854, $2040 89 were expended for school libraries. The highest sum was paid in Dodge County, $232 96, and the lowest in Waukesha, $15 12. In 29 counties nothing was expended, more than half the whole number in the State.

In 1855, $4741 21 were expended in 27 counties. There were 1080 district libraries, containing 21,667 volumes. In 27 counties out of 50 there are libraries.

Number of volumes lent during 1855, 11,481; the greatest number in proportion to the number in libraries being in Marquette County.

Amount of library fines collected, $12 16; expended $8 04.

"I may state as the result of ten years' experience of our present district library system, that only about *one-fourth* of the districts have any libraries at all, and those generally so small as scarcely to deserve the name,—averaging less than nineteen volumes each,—and hence, utterly fail to fulfil the great mission of school libraries; that what few books are thus collected are procured at high prices of book peddlers, and but too generally relate to *banditti* and *robbers*, the *Pirate's Own Book*, and other trashy and injurious works, which could only incite in the minds of children a desire themselves to become desperadoes.

"According to the present district plan, we have small and almost worthless libraries; by the township system, we should have large, attractive, and invaluable collections."—*L. C. Draper, Sup't Public Instruction*, Oct. 1858.

The State of Wisconsin has recently (March, 1859) enacted a new School Library Law, which has four prominent provisions, namely:—

"1. It provides a permanent Town School Library Fund by setting apart for this purpose ten per cent. of the School Fund Income, subject to apportionment in 1860, and annually thereafter, together with the proceeds of a special State tax, to be levied each year, of one-tenth of one mill on the dollar valuation of taxable property.

"2. It provides that this Fund shall be set apart specifically, for establishing and replenishing *Town* School Libraries.

"3. *It provides that the books for these Libraries shall be purchased by public authority, and not by the local School Board, as heretofore.*

"4. It provides that an extra number of the State Laws, Journals, and Documents, sufficient to supply each Town and City School Library with a set, shall be printed by the State Printer, and delivered to the State Superintendent, and these shall be substantially bound, under the direction of the State Superintendent, with the approval of the Governor, at a cost not exceeding thirty cents per volume, to be paid out of the School Library Fund."

Mr. Draper states: "There never was a measure involving new and additional taxation, that ever passed the Legislature with such unanimity. It passed both Houses most triumphantly, by a vote of 19 to 3 in the Senate, and 51 to 10 in the Assembly; or in the aggregate, by a vote of 70 to 13. I have no doubt that the men who supported this noble and beneficent measure, will long be remembered with honour and gratitude by an intelligent and appreciating people.

"This School Library Fund will amount to at least $35,000 annually, and will gradually increase in proportion to the increase of the School Fund Income, and the increase of the taxable property of the State. There will be something like $18,000 a year from the School Fund Income; and one-tenth of a mill tax on the dollar valuation, on $175,000,000 of taxable property in the State, as equalized last year, would realize $17,500; if the taxable property should be equalized, as it may be, at two hundred millions, then the income from this special Library tax would amount to $20,000 annually. I should conclude, that the Library Fund will reach not less than $40,000 a year within the next three years. But estimating it at $35,000 it would give on an average, to each of the 660 towns and cities of the State $53 per year in books at wholesale rates; and deducting the probable *pro rata* for the cities and villages, there would be about $40, upon an average, to each of the rural towns. Estimating the present population of the State at 850,000, and dividing it by the number of towns and cities, we should have an average of 1333 persons for each town and city; and $40 or $50 per year in books, for this number, would appear but a very moderate investment. This amount, though small, will nevertheless afford a respectable beginning for a Town School Library, when we take into consideration that a similiar amount will be added annually thereafter.

"'I congratulate you and the State,' writes Henry Barnard, 'that your Legislature has enabled you to inaugurate a true Library policy—altogether in advance, in its practical bearings and completeness, in time, of anything yet attempted.' It is, indeed, an advance upon the efforts of our sister States, all things considered; for taking the three States which have adopted the Township system, Wisconsin will raise more money, by nearly one-quarter, than Michigan, besides having the advantage of the State purchasing the books, instead of the Township Boards as is done in Michigan; it is in advance of Ohio, whose Library Fund is provided by imposing the tenth of a mill tax, while ours is raised by the tenth of a mill tax, and one-tenth of the School Fund Income; and it is in advance of Indiana, not in the amount of tax raised, but in the permanency of the system, for in Indiana the Library Law is enacted to be in force only two years, and then has to pass the ordeal of securing a two years' renewal, and thus is subjected to the danger of overthrow by the caprice of the people, or through the mismanagement of those having it in charge. Our Wisconsin Library Law is in advance of all others in providing a copy of all State Laws, Journals, and Documents, substantially bound, for each School Library.

"It is a noble and beneficent law; and will yet be regarded, when fully known, and its benefits begin to be realized, as the most important educational measure ever inaugurated in Wisconsin."

LOWER CANADA.

We have collected the following information from the able reports of Hon. Pierre J. O. Chauveau, Superintendent of Education.

The Parish Libraries commenced in 1853, were ninety in number in 1855, and contained 47,703 volumes; ninety-two in 1856, with 57,493 volumes; ninety-six in 1857, with 60,510 volumes; not including the public libraries in Quebec and Montreal. Those intended for the use of the poorer classes of Montreal, and under the care of the Roman Catholic clergy, are composed of more than 12,000 volumes.

The united libraries of the Superior Schools and Colleges, give a total of 78,300 volumes; in 1856, 96,823 volumes; in 1857, 113,142 volumes. The cost of the museums and of the apparatus for the classes of natural philosophy, amounts to £12,750.

The Seminaries of Quebec and Montreal, the two most ancient of the establishments, receive no assistance from the State. Their libraries, their cabinets, and their museums, do them great honour.

UPPER CANADA.

In connection with the schools there is established a system of Free Public Libraries, which may be under the control of the local school, or municipal, authorities, and which is also supported by local tax, and an equal amount granted from the Public Library Fund. The manner of establishing these libraries is as follows: The Department issues a catalogue containing, at the present time, say 6,000 volumes, which have been sanctioned by the Council of Public Instruction. A local school, or municipal corporation, makes an appropriation, and transmits the money, and a list of such books as it selects, to the Department. One hundred per cent. is then added to the amount, and books to the value of the two sums are forwarded from the Library Depository of the Department. A similar system is adopted in supplying the Grammar and Common Schools with maps, prints, globes, and other school and philosophical apparatus.*

The whole number of volumes distributed by the Superintendent of Public Education for Upper Canada, Dr. E. Ryerson, up to Dec. 31, 1859, has been upwards of 200,000, according to the following table:—

* A Special Report on the School Law of Upper Canada, by Dr. Ryerson Toronto, 1858, 76 pp. 8vo., gives full information on the whole subject of the Libraries, and comparisons with the system of some of the States.

THE FOLLOWING IS A FULL AND INTERESTING STATEMENT OF THE NUMBER AND CLASSIFICATION OF PUBLIC LIBRARY AND PRIZE BOOKS SENT OUT FROM DEPOSITORY OF THE UPPER CANADA EDUCATIONAL DEPARTMENT, FROM 1853 TO 1859, INCLUSIVE:

Number of Volumes sent out during the Months of	History.	Zoology.	Botany.	Phenomena, &c.	Physical Science.	Geology, &c.	Natural Philosophy.	Chemistry.	Agricultur'l Chemistry.	Practical Agriculture.	Manufactures.	Literature.	Voyages, &c.	Biography.	Tales and Sketches Practical L.	Teachers' Library.	Prize Books.	Total.
November, 1853	166	62	16	29	15	5	9	6	9	48	36	90	54	196	284	4	...	951
December "	3990	1540	271	677	511	229	187	126	183	759	708	2804	1067	2791	4894	204	...	20961
January, 1854	624	279	46	143	34	30	34	29	48	151	98	308	291	435	545	34	...	3129
February "	1290	627	125	275	237	85	106	93	65	348	201	880	538	738	2852	74	...	7874
March "	382	164	25	62	50	27	22	22	24	103	50	220	182	225	566	67	...	2161
April "	174	101	13	34	28	13	11	10	8	42	33	115	96	110	348	13	...	1149
May "	797	472	56	112	98	45	68	40	32	156	145	527	291	597	1468	46	...	4948
June "	996	476	79	276	95	46	100	41	23	176	306	808	294	478	1286	56	...	5336
July "	1601	957	159	466	208	81	160	81	38	420	565	812	528	919	2320	70	...	9305
August "	1023	574	92	199	130	61	106	70	24	417	415	555	447	677	2303	44	...	7133
September "	1269	596	127	230	132	66	182	79	16	368	665	598	541	710	3751	42	...	9972
October "	1484	883	183	256	219	110	250	112	28	647	716	685	668	872	2549	65	...	9727
November "	619	278	74	110	92	47	59	33	8	308	245	422	322	404	1214	47	...	4283
December "	389	145	51	69	22	25	49	19	7	105	196	184	162	228	716	20	...	2286
January, 1855	805	392	64	110	214	48	69	50	8	186	162	608	357	468	935	94	...	4870
February "	174	160	17	65	22	9	12	21	3	62	88	159	134	185	596	20	...	1667
March "	83	43	12	16	10	6	5	2	...	32	23	74	49	41	226	15	...	630
April "	398	160	29	41	48	15	48	18	2	48	130	370	248	359	651	29	...	2204
May "	724	331	50	69	48	39	86	34	22	291	223	799	258	485	906	53	...	4160
June "	1047	498	71	95	99	35	108	45	14	355	280	581	407	446	1157	101	...	5446
July "	428	98	8	24	61	6	39	22	7	105	65	141	153	171	346	30	...	1704
August "	508	156	37	35	59	11	26	5	8	108	65	298	165	171	277	14	...	1941
September "	402	36	4	10	16	6	11	...	2	91	89	208	217	182	314	31	...	1619
October "	612	211	9	46	53	14	49	4	11	128	165	258	418	391	203	33	...	2595
November "	194	116	12	32	27	9	24	3	1	40	32	206	153	139	206	19	...	1213
December "	160	5	5	15	6	2	5	3	...	6	4	59	87	40	231	3	...	571
January, 1856	36	36	...	3	24	9	36	11	3	8	36	22	4	5	2	10	...	245
February "	...	4	...	...	...	...	...	...	...	...	4	2	10	...	...	...	...	20
March "	261	41	4	10	27	9	30	16	2	53	44	264	89	135	338	37	...	1359
April "	137	20	2	21	8	5	2	1	1	30	12	62	41	81	140	8	...	571
May "	105	10	...	5	4	1	1	...	1	18	2	41	41	32	173	...	...	434
June "	150	49	14	36	6	5	7	2	2	35	12	74	61	207	106	28	...	794
July "	236	129	12	83	13	12	11	6	2	46	58	184	154	213	515	22	...	1796
August "	77	5	...	5	21	3	9	...	2	1	7	55	30	29	103	4	...	351
September "	19	...	...	3	...	...	...	...	...	1	5	4	...	11	227	2	...	272
October "	225	87	30	46	37	3	27	2	1	40	61	54	53	109	284	21	...	1050
November "	332	164	32	50	35	7	16	5	3	76	116	266	167	378	848	59	...	2544
December "	870	197	24	135	112	23	65	12	14	111	99	495	369	544	1094	69	...	4533
January, 1857	691	258	46	51	171	35	66	37	9	130	217	464	304	566	1359	51	87	4492
February "	1049	410	73	110	182	35	96	30	16	174	300	546	347	723	1326	53	15	5887
March "	1356	439	96	146	315	59	136	39	19	323	417	682	684	1023	2957	58	171	8790
April "	177	87	22	46	38	10	29	7	6	99	74	100	98	162	295	9	40	1301
May "	302	108	25	67	34	9	24	4	4	115	32	62	203	195	1075	26	...	2283
June "	566	172	18	62	57	20	27	1	8	127	99	242	257	319	594	26	250	2845
July "	405	149	23	41	51	18	36	16	1	107	75	115	156	348	539	20	...	2900
August "	261	75	11	49	35	4	23	...	1	46	22	90	196	119	343	16	141	1341
September "	125	32	2	9	8	5	9	...	2	10	14	49	19	40	123	1	119	567
October "	18	9	4	16	5	...	1	...	...	7	5	26	21	47	194	4	198	555
November "	78	9	...	9	1	...	...	...	...	3	3	6	9	12	42	...	...	172
December "	237	15	1	24	20	...	6	...	1	16	16	69	49	62	375	...	1566	2457
January, 1858	28	...	...	...	2	...	...	...	...	...	...	6	10	8	24	2	269	348
February "	119	44	6	1	16	1	26	11	...	29	...	87	99	74	356	21	167	1067
March "	257	68	18	25	28	14	19	...	...	34	9	91	110	104	330	5	843	1945
April "	166	61	7	10	8	4	31	8	...	24	9	46	83	79	234	6	633	1460
May "	40	9	6	5	3	6	19	...	...	7	...	15	18	12	33	...	624	797
June "	80	19	...	1	7	4	1	...	...	16	...	116	28	49	99	3	676	1290
July "	88	35	9	23	4	1	...	...	...	17	12	26	53	41	166	...	563	978
August "	269	124	26	28	6	4	36	...	...	...	...	119	197	83	347	1	350	1690
September "	118	6	...	...	4	12	5	2	...	14	4	67	77	52	145	...	465	971
October "	10	...	...	...	2	...	...	1	...	...	...	4	12	6	32	2	574	643
November "	356	126	16	54	12	13	68	4	...	17	6	155	188	158	393	55	630	2181
December "	40	16	3	5	6	2	7	1	2	28	24	31	18	78	96	11	2111	2478
January, 1859	224	78	11	17	9	17	32	7	2	42	...	104	100	106	91	28	708	1576
February "	530	228	53	59	70	48	98	42	6	69	59	469	225	411	935	69	543	3904
March "	32	20	2	10	7	1	11	3	2	3	1	13	20	16	136	...	901	1178
April "	49	14	3	1	4	2	3	4	...	25	...	14	42	28	51	1	398	672
May "	303	61	17	39	35	17	68	8	...	40	16	255	108	210	230	30	335	1773
June "	18	15	2	11	5	3	1	2	...	5	1	3	10	8	42	...	1281	1407
July "	135	43	16	20	9	11	19	7	1	21	1	60	27	57	225	14	899	1514
August "	113	24	1	3	9	8	24	...	...	7	...	73	32	88	161	3	406	953
September "	108	24	9	25	20	7	33	5	1	29	...	46	70	80	149	6	455	1069
October "	73	16	12	15	...	4	14	...	...	3	...	20	33	46	113	9	788	1145
November "	79	28	9	8	16	5	35	6	4	47	...	71	22	44	107	10	1283	1709
December "	29	5	1	1	8	2	16	3	2	9	...	39	25	35	151	2	4101	4429
Total to 31st December, 1859	31296	13656	2396	5096	3934	1533	3048	1271	707	7655	7577	17615	13246	19623	46231	1976	23681	206550
Deduct volumes returned for Exchange, &c.																		616
																		199764
Volumes sent to Mechanics' Institutes, &c., not included in the above																		4093
Grand Total Library Books, &c., despatched to 31st December, 1859																		203857

The Mechanics' Institutes* which have received Libraries from the Depository, and the No. of Vols. sent to each, are, in alphabetical order, as follows:

	Vols.	Years.
Baltimore	75	1858
Berlin	158	1855
Chatham	313	1853-4
Cobourg	350	1856
Collingwood	46	1857
Drummondville	6	1859
Ponthill	157	1858
Lindsay	106	1858
Guelph	373	1853-4
Huntingdon, C. E.	150	1855
Milton	68	1858
Napanee	27	1857
Newmarket	55	1853-9
Oakville	250	1856
Port Perry	169	1858
Smith's Falls	73	1857-8
St. Catharines	106	1854-9
Thorold	300	1858
Toronto	275	1856
Vankleekhill	106	1858
Whitby	263	1857-8-9
Total	3347	
Books were also sent to Leeds and Grenville Agricultural Society	206	1855
McGill College, Montreal	200	1857
Sarnia Dialectic Society	52	1858
Southwold Agricultural Society	23	1856
Various other institutions, &c.	233	1851-6
	4093	

* In order to aid these Institutes in the further extension of their libraries, the following section was inserted in the new draft of Bill, but it was withdrawn for the present, owing to the opposition of those members of the legislature from Upper Canada, who voted against the entire bill at every stage: "26. It shall be lawful for the

As the following Table will prove highly interesting to the friends of Public Schools in Upper Canada, we insert it in this place:

TABLE shewing the value of articles sent out from the Educational Depositories during the years 1851 to 1859, inclusive:

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices, without any apportionment from the Legislative Grant.	Total value of Library, Prize, and School Books, Maps, and Apparatus, despatched.
	Public Library Books.	Maps, Apparatus, and Prize Books.		
	$ cts.	$ cts.	$ cts.	$ cts.
1851.....	.....	.....	1,414 25	1,414 25
1852.....	.....	.....	2,981 13	2,981 13
1853.....	.....	.....	4,233 14	4,233 14
1854.....	51,376 23	.....	5,514 18	56,890 41
1855.....	9,947 15	4,655 53	4,389 40	18,992 08
1856.....	7,275 82	9,320 87	5,726 76	22,323 45
1857.....	16,200 92	18,118 28	6,451 20	40,770 40
1858.....	3,982 99	11,810 28	6,972 05	22,765 32
1859.....	5,805 64	11,905 02	6,679 30	24,389 96
TOTAL...	$94,588 75	$55,809 98	$44,361 41	$194,760 14

The following STATISTICAL TABLE has been compiled from the "Trade and Navigation Returns" for the years specified, shewing the gross value of books (not maps or school apparatus) imported into Canada. This table proves conclusively how incorrect is the statement that the operations of the Educational Depository interfere with the interests of the booksellers:

YEAR.	Value of Books entered at Ports in Lower Canada.	Value of Books entered at Ports in Upper Canada.	Total value of Books imported into the Province.	Proportion imported for the Educational Department for Upper Canada.
1850	$101,880	$141,700	$243,580	$ 84
1851	120,700	171,732	292,432	3,296
1852	141,176	159,268	300,444	1,288
1853	158,700	254,280	412,980	22,764
1854	171,452	307,808	479,260	44,660
1855	194,356	338,792	533,148	25,624
1856	208,636	427,992	636,628	10,208
1857	224,400	309,172	533,572	16,028
1858	171,255	191,942	363,197	10,692
1859	139,057	184,304	323,361	5,308
.....	$1,631,612	$2,486,990	$4,118,602	$139,952

N.B.—Up to 1854, the "Trade and Navigation Returns" give the value on books entered at every port in Canada separately; after that year, the Reports give the names of the principal ports only, and the rest as "Other Ports." In 1854, the proportion entered in Lower Canada was within $\frac{1}{100}$ of a third part of the whole, and, accordingly, in compiling this table for the years 1855–1859, the value entered in "Other Ports" is divided between Upper and Lower Canada, in the proportion of two-thirds to the former and one-third to the latter.

II. SCHOOL LIBRARY IN BLANSHARD.

School Section, No. 7, Blanshard, the smallest in the township, contains the largest library. It is well known that up to the present year, the township maintained a library in each ward; such being the case, and the section being in an isolated portion, the settlers purchased a library for themselves of 150 volumes, to which was added a Sabbath School library, consisting of 100 volumes, and to which has now been added their apportionment in the division of the township library of about 50 volumes more, which makes in all not less than three hundred volumes for the reading of not over thirty families. We certainly think that this is a move which literally speaks *volumes* for the intelligence of School Section No. 7. Who will emulate this example?

III. THE PROPER BOOKS FOR CANADA.

At last aniversary of the Ontario Literary Society, a speaker referred to the kind of literature which should be provided for Canada. "He wished," he said, "to draw particular attention to the fact—that the mental food supplied to Canada was not altogether British.—Without entertaining the slightest disrespect for American institutions or society, he would say that if the Americans continued to make our literature, as they did now, they soon would make our laws; and if they shaped the minds of our children, they would govern our children, or at any rate—our grandchildren. Now, that was a change which he, and he felt confident all Canadians likewise, was very far from desiring to see accomplished. He therefore thought it very necessary if we wished to maintain our connection with the mother country, that a free trade in books between England and this Province should be established as a means of cutting off the trashy and positively unwholesome literature which was so widely extended throughout the country in the shape of *Ledgers* and other novelette papers. He hoped the public attention and the attention of those who governed us mentally as well as materially—would be drawn to this evil; and in the name of the public interests and of the country, he called for action in the matter. He hoped that a healthy Canadian literature would grow up amongst us, and thus prevent the Americanization, in the worst sense, of this Province."

IV. STORY-BOOKS FOR CHILDREN.

Coleridge was a man singularly gifted with the power of watching and recording the history of his own mind, and able in a remarkable degree to estimate its true value at the training through which he had passed. He thus writes in regard to his earliest literary training:

"My early reading of fairy tales, and about genii, and the like, had habituated me to the vast; and I never regarded my senses in any way as a criterion of my experience. I regulated all my words by my conceptions, not by my sight, even at that age. Ought children to be permitted to read romances and stories of giants, magicians, and genii? I know not what has been said against it; but I have formed my faith in the affirmative. I know no other way of giving the mind a love of the great and the *whole*. Those who have been led to the same truths, step by step, by the constant testimony of their senses, seem to want a sense which I possess. They contemplate nothing but parts, and all parts are necessarily little, and the universe to them is but a mass of little things. It is true the mind may become credulous and prone to superstitious fancies by the former method. But are not experimentalists (the practical men) credulous, even to madness, in believing any absurdity rather than believe the grandest truths, if they have not the testimony of their own senses in their favor? I have known some who have been rationally educated, as it is styled. They were marked by an almost microscopic acuteness, but when they looked at great things, all became a blank, and they saw nothing, and denied that anything could be seen, and uniformly put the negation of a power for the possession of a power, and called the want of imagination, judgment, and the never being moved to rapture, philosophy."

V. IMMENSE LIBRARIES.

A late number of the Edinburgh *Review* gives a list of the largest European libraries, from which it appears that the Imperial Library of Paris contains 800,000 volumes; the British Museum 650,000; Imperial Public Library of St. Petersburgh 520,000; Royal Library at Berlin 500,000; Royal Library at Munich 480,000; Royal Library at Copenhagen 410,000; Imperial Library at Vienna 365,000; University Library at Gottengen 390,000; Royal Library at Breslau 350,000; Royal Public Library at Dresden 305,000. The Library of the British Museum is said to contain a greater proportion of really valuable books than the Paris Imperial Library, to which it is next in size. The catalogue alone, which is not yet completed, occupies 997 volumes, and will embrace when completed in three or four years more, a million entries, allowing the present rate of increase to continue. The entries will have occupied the entire energies of a large staff of librarians and transcribing clerks, during six hours a day, for a quarter of a century. The department of American books alone is said to number 30,000 volumes—a fuller collection than can be found in America. The titles of the works by or from Shakespeare or Luther occupy three volumes; Noras or Erasmus, one volume; and from this fact it is inferred that the proportions of universal literature, directly occupied by those writers,

Chief Superintendent of Education to assist *Mechanics' Institutes*, and all other institutions receiving legislative aid in Upper Canada, to establish and maintain libraries, and to procure maps and school apparatus, upon the same terms as such things are now supplied by the Educational Department to Township and School Municipalities, *in proportion to the sums which they have transmitted to him*, or may transmit for such purposes; and in the same manner to establish prizes of books and other publications in public schools and other institutions aided by the Legislature." In order to show the nature of the opposition which this section of the Act received, and the reason assigned for it (*i.e.*, that library books were sold "*below the regular retail prices*"). It may be proper to insert the following from the "Votes and Proceedings" of the House of Assembly, May 3: "Petitions received and read—From W. S. Finch [described in *Caverhill's City Directory* as a "*Merchant Tailor*," &c.] and others, merchants and others, of the City of Toronto; praying for an inquiry into the complaint that the Chief Superintendent of Education for Upper Canada sells books and Maps for the use of the Schools, Colleges, Universities, Mechanics' Institutes, &c., *below the regular retail prices*, with a view to discontinuing the same, henceforth."

are, respectively, about one in seven hundred, one in a thousand, and one in two thousand. The Museum contains somewhere about one-fourth of extant literature.

VI. POLICE LIBRARIES IN NEW YORK.

Libraries for the police have been instituted in several of the precincts in this city, and through the liberality of a few publishers, many valuable contributions have been made. A good sized library has been established at the Tombs, for the benefit of the prisoners. —*N. Y. Com. Adv.*

VII. Papers on Physical Exercise.

1. HEALTHY GAMES—CRICKET.

There is undoubtedly a much more intimate connection between a sound stomach and a sound intellect than most people dream of. There is no one so peevish as your dyspeptic sufferer. And therefore, let us enquire, where on all this continent we have to look for the men of the most powerful physical frames. Is it not to the western settlements where men have had the advantage in early life of the adventures of the hunting ground, and the healthy exercise of an almost exclusive out-door life? And we do not think that the comparison need be confined to purely physical characteristics. An uncouth race of men are the giants of Kentucky and Illinois; rough in manners as in person; but they are not as a whole of small mental calibre, or of such a class as you can safely treat with the smallest mark of disdain. We mention these as well developed intellects, among what may be called the still partially civilized districts of the interior, where the healthful exercise of out door life, labor and sport, was one of the chief modes of youthful training a quarter of a century or more ago. As a further case in point applicable likewise to the American people, we might instance the name of Webster, whose fondness for out-door exercise was proverbial, and whose finest oratorical pictures were drawn from natural scenes with which his fondness for rural exercise had rendered him familiar.

In England at this moment the wealthier classes who can afford their sons an education, would as soon think of omitting from the curriculum the commonest branches of a public school training, as neglecting a thorough, sound, healthy, physical training. And it is this training, after all, which makes your guardsman the bravest, readiest and often the most powerful fellow in the battle-field. Witness Balaklava. Count up the list of the dead—the men who first rushed down that terrible valley; and of the six hundred slain, you will find how large a proportion were men of good family and who had led what appeared to be an easy life, but who were nevertheless thoroughly, perfectly trained in manly sports, and physical endurance. And what is it but such training that has made the aristocracy of England at this moment the finest portion, even in physical development, of the population of the country? In strength and manly beauty they are as a whole the superiors of the other classes. It is no hot-bed nursery that has brought about such a result. On the contrary it is the intelligence which has enabled them to discover, that strength and exercise go hand in hand, and that if the aristocracy of England is to hold its own against the advancing intellectual and monied power of the middle classes, it must be by establishing the very highest standard of physical as well as mental education.

Among ourselves at home—with our work-a-day notions, and be it spoken quietly, our bread-and-butter wants, it is a great satisfaction to find that healthy, out-door sport is not entirely neglected, and we do think that in this respect the Model School authorities here have set a most valuable example, in establishing a gymnastic school in the Institution. As a mere stimulant to study—apart from the physical growth which is the certain tendency of manly sports—the Goodwin department of Dr. Ryerson's establishment is invaluable; and we trust every boy in the school finds time to go to the cricket-ground.—*Leader.*

2. VALUE OF NATIONAL GYMNASTICS.

The cricket matches of last season and the interest they excited, seems to have led some people to the conclusion that a new era is about to be inaugurated, that every doctor, lawyer, editor and merchant in the country will henceforward devote himself to the bat and ball, and present himself to the admiring gaze of his friends with a pair of rosy cheeks and a stomach of leather; that dyspepsia will become an historical disease like the leprosy, and the vendors of bitters be obliged to call meetings of their creditors and wind up their affairs.

That a good deal of progress towards greater health has been made within the last few years nobody can deny. Active exercise has become a little more fashionable amongst both sexes. Ladies walk more, and wear thicker boots for that purpose. Last winter they skated a great deal, and this winter we hope will skate a good deal more; and we do not doubt that these exercises, as well as riding, rowing, and bowling, will henceforward become every year more general. The men, too, have been giving their digestions a slight fillip, by frequenting gymnasiums a little, hunting a little, rolling nine pins a little. Some few will play cricket a little. But we honestly confess we still feel somewhat despondent about the prospects of "exercise," because we feel that to become general, useful, destructive of dyspepsia, consumption and hypochondria, and all the ills that follow in their train, it must be sought and obtained for its own sake, and with a hearty relish and enjoyment of it, not resorted to as part of a course of medicine, and swallowed with wry faces, and fled from at the earliest possible moment. To give it its proper position in the popular estimation in America, our men of sedentary habits must undergo a little moral change. As long as business occupies their minds as intensely and earnestly as it does now, they will never get any lasting good either from cricket or anything else, because they will never take up either bat or ball with thorough spirit; as long as we go off to the country, and mount our horses, and seize our rifles with doubts, and reluctance, and misgivings, with anxieties innumerable about bills payable and bills receivable, and cases and points weighing us down, and seize the first decent opportunity of hurrying back to town, and "buckling down," we might as well submit to our dyspepsia without a struggle.

Exercise, like everything else which involves effort, to be thoroughly enjoyed, and to be thoroughly profitable, must be cultivated steadily, year after year. As long as we rush about, now and then, when there happens to be "a rage" in cricket, just as there is a rage in chess, and a rage in bass ball, and a rage in rope-walking, or in obedience to a doctor's orders, as a last resource, bitters and tonic failing, our exercise will be painful, laborious, and a bore. We must take exercise steadily, boldly, and because we like it; take a holiday now and then all the year round, and not be ashamed of it, if we wish to love cricket, or horse-back riding, or rowing.

Now, if we want to make out-door sports racy of the soil, to become good cricketers, to become bold riders, ardent hunters, and get through life without being dependent for all our energies on our high strung nerves alone, we must begin by making it reputable to amuse one's self, by exalting health above business in the public estimation, instead of keeping it subordinate to it. A young man must be able to look his friends in the face and say—"I am going for a day's cricketing or fishing, and I'm not ashamed of it;" and his friends must learn to feel, on hearing the announcement, that he is a lucky dog, and not that he is a hopeless vagabond.—*N. Y. Times.*

3. PHYSICAL GAMES IN COLLEGES AND SCHOOLS.

The English of the higher and middling ranks have the advantage, thus far, over the corresponding classes in America, in the taste for outdoor exercise and rural sports that characterizes them. Hence comes their acknowledged physiological superiority over us, as a general thing—their well-compacted frames, clear complexions, and general look of health and strength. Something of this is doubtless due to the climate. But our climate and air are good enough for strong and robust persons; and strong and robust it is the business of every one to make himself, and to teach his children to become. And we rejoice to see that the necessity of a reform in our natural habit in this respect is beginning to be widely recognized and provided for. All over the Northern States, ball clubs are forming, and friendly trials of skill between rival societies are taking place, which can have none other than beneficial effects. Boating, too, is fast becoming the rule instead of the exception among young men of the classes removed from manual labor. They are growing into fixed institutions in almost all the Colleges, and the generous strife between them for superiority has become an annual festival of widespread and increasing interest. Gymnastic exercises, too, are entering much more than ever before into the plans of education at our Colleges and higher Schools.

This is all as it should be—only there should be a great deal more of it. We can well remember the time when it was thought a part of religious duty on the part of certain persons having the direction of education to repress and discourage the games and plays in which children at once increase and repair their nervous energy. This folly, we trust, is now utterly exploded. The truth that man has a duty to his body, a duty which should be inculcated in childhood and youth, is forcing itself on even the most phlegmatic school-masters. But it is not yet as well understood as it should be. Bodily exercise ought to be, not merely permitted, but encouraged and prompted by all teachers fit for their vocation. Suitable grounds and buildings should be provided for these purposes by the public, just as much as the schoolhouses and apparatus of intellectual instruction. The fundamental truth that the body should be the

first object in a wise education, and the mind the second, should never be lost sight of, and it should accompany and modify the whole process of education as long as it is in the hands of teachers. And then the pupils should be made to understand, when dismissed to their own care, that their whole life is but a continued course of education, in which the body is still to have its due share as well as the mind. We are yet but beginning to appreciate, as we should do, the vital importance of physical strength and bodily health to the development and advancement of that true and high civilization which it is the main task of man on this planet to promote. Over-stimulation and over-cramming are the mischiefs which now haunt our school-houses, and what with the increase of taskwork in school-hours and the retrenchment of the hours of play and sleep, by tasks out of school, it may be well doubted whether the boasted improvements in education have really made it of more value than it was fifty years ago.—*N. Y. Tribune.*

4. GYMNASIA IN COLLEGES.

Gymnasiums are becoming the vogue at some of the American seats of learning. Gymnastic pursuits have been introduced and actively practised in Harvard and Yale Colleges; and after three months of exercise, it has been ascertained that the consequent development in the chest and arms has been an *average* increase in the measure of the chest of 1 7-8 inches; of the upper arm (above the elbow,) 1 2-5 inches; 8-9 inches—pretty good evidence of the beneficial effects of physical training.

Amherst College has determined to spend $5000 in erecting a brick gymnasium building, 70 by 50 feet, with bowling alleys overhead, and dressing rooms in one end. Amherst, as well as Williams, is the recipient of new and rich private bounties.—Samuel Hitchcock, of Brimfield, who gave $10,000 a few years ago, now offers a similar sum, to be devoted to scholarships, not limited to students intending to be clergymen. Another, but as yet unknown benefactor, gives $4000 more. These, with the $2500 for the gymnasium, will make $16,500 towards the $25,000 required by the State grant.

In regard to these improvements the *N. Y. Times* says: We think it not at all improbable that this establishment of gymnasia at our two principal seats of learning—Harvard and Yale—within the last few months, is an event which, little attention as it excites, will influence the future of the country a good deal more than many of the be-lauded political changes among us.

5. A SOCIAL NECESSITY.

A cricket match is not without a moral. The eager interest with which the ups and downs of the match are watched, tells of more than a fondness for that manly game. And the attractiveness of the sports which are being hastily provided for the passing Fair, is laden with the same prosaic truth. More play is wanted. More recreation must be provided, unless the children and youth of our Canadian cities are to grow up with half the proper quantity of bone and muscle, and with but a fractional part of the elasticity of spirit which of right belongs to them. It is not enough that there is occasional relief from the school, the store, and the workshop. What is needed is a systematic recognition of the value of the play-ground and the importance of ample means of general recreation, as well for the cultivation of the health as for the preservation of the morals of the community.

Our public schools, we are aware, are not unmindful of the amusement of their pupils. They are provided with space, where girls may skip and boys play leap-frog without interference by churlish neighbours—with swings and gymnastic poles, to give strength of limb and activity of body to the race of school-folk. There amusement ends. Play goes no further. Caer Howell has a cricket-ground, managed upon approved exclusive principles. But for boys not going to school—for youth released from desk or bench—for full-grown men tied down to sedentary pursuits, and longing for exercise—what have we in these glorious months of summer and autumn? Positively nothing. The sight of bat and ball and wicket on some vacant lot, 50 ⋈ 100, does not disprove the remark. As a rule, play is deemed too trifling a thing to think about. Recreation is left to chance, as though physical development, and inspiring, harmless frolic, were beneath the notice of the staid philosophers who take education and morals under their peculiar care. Let us not wonder that pent-up vitality, debarred free scope and healthy associations, expends itself in more questionable directions; or that our youth generally, deprived of invigorating exercise, turn out "a stunted, weak, degenerated race."

Nowhere, perhaps, is the value of education, as ordinarily understood, more appreciated. And even of sanitary improvement our civic rulers are not unmindful. Commodious school-houses attest the wise liberality of those who are charged with educational responsibilities. The amounts expended in fencing and planting the open spaces which are reserved as breathing spots for the city when it shall be more densely populated, prove not less clearly the extent of effort to promote public health. One other thing is yet required—free spaces, where city clerks and artisans, where city children large and small, may indulge in harmless sport, and so gratify the natural instinct of an organization which if ever it is to be developed, must have free and frequent exercise.

The larger question of indoor recreation for the multitude, if less seasonable, is not less urgent in its nature. Winter will reveal the craving, the obvious want: shall it also witness no other supply than that which lecturer or wandering songster or buffoon may choose to furnish? It is a question which those interested in social reform will do well to ponder.—*Globe.*

6. MILITARY DRILL IN ENGLISH PUBLIC SCHOOLS.

A meeting was lately held at the Thatched House Tavern, for the purpose of adopting measures for the establishment of preliminary military drill in our great educational establishments as a sort of nursery for Rifle Volunteers in years to come. Lord Elcho occupied the chair, and the meeting was well attended by a large number of highly influential personages. Opinions were read from Lord Palmerston, the Bishop of London, Lord Brougham, Lord Lyndhurst, the Dean of Christ Church, (late Master of Westminister School, the Earl of Shaftesbury, and others, in favour of the movement; and Lord Elcho stated that he had also received the concurrence of the Duke of Cambridge, Earl Granville, Lord John Russell, the Duke of Argyll, Lord Ashburner, and others thereon. Resolutions were adopted unanimously, expressive of an opinion that, with a view to the permanence of a volunteer force, it was desirable that elementary military drill should be established in all public and other schools as a part of the general education, being also calculated to afford physical development as well as great moral improvement of the pupils. One resolution, moved by the Provost of Eton, who ought to be an authority or such matters, was as follows:—"That where elementary drill has been established it has been found to conduce to the discipline and order of schools, and to the mental advancement of scholars as well to their physical development and improvement."

7. BOSTON SCHOOLS—COLLEGE BOAT RACES.

It is really a pleasant sight to pass through the schools on some days. The rooms at this season are decorated with flowers; the black-boards, the most useful invention since the art of printing, are covered with excellent drawings; frequently whole schools of misses will be dressed in white and garlanded with flowers, and every lad looks his best. But best of all is the glow on their young faces, all alive with the spirit that wells up from hearts untouched by sorrow,—unwrung by the struggles of mature life.

The musicial festival, by twelve hundred children selected from the schools, was similar and perhaps in some respects superior to that of last year. There were fitting and excellent words spoken by the friends of education, and the whole was gratifying to those who pour out money freely for the benefit of the next generation.

On the 26th a college regatta occured at Worcester. Yale College entered for the contest its six-oared shell boat, the *Yale;* Brown University entered a six-oared lap streak, the *Atlanta;* Harvard its six-oared shell, the *Harvard;* and a six-oared lap streak, *Avon. Harvard* won the prize of a silk flag and signal, by making the distance of three miles in nineteen minutes and eighteen seconds, which is not the best time it has made. *Yale* came in next, in twenty minutes and eighteen seconds. The regatta was continued the following day, and *Yale* won the prize of $100, by making the three miles in nineteen minutes fourteen seconds; the *Harvard* came in two seconds behind.—*Correspondence of the Montreal Pilot.*

Journal of Education for Upper Canada.

TORONTO: JUNE, 1860.

The NEW SCHOOL ACT will be inserted in our next Number.

NORMAL SCHOOL TEACHERS.

The present session of the Normal School closes on the 14th June. Application for teachers should be made without delay. The next session of the school will commence on the 8th August. Application for admission should be made in person *not later* than the first week of the session.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT OF UPPER CANADA, FOR THE YEAR 1860.

Circular to the Clerk of each County, City, Town, and Village Municipality in Upper Canada.

Sir,—I have the honour to transmit herewith, a certified copy of the apportionment, for the current year, of the Legislative School Grant to each City, Town, Village, and Township in Upper Canada. This apportionment will be payable at this Office, to the Agent of the Treasurer of your Municipality, on the 1st of July, provided that the School Accounts have been duly audited, and, together with the Auditors and Local Superintendents' Reports, have been transmitted to the Department.

The statistics of school population for 1859, upon which the present year's apportionment is based, have been carefully revised and corrected in this Department. Many inequalities in the apportionment have thus been removed, and all parts of the Province share in the grant upon equal terms, and in accordance with the demands made upon each locality, for school accommodation and instruction. By this means also a more just and equitable apportionment has been made to those new and thinly settled Counties where poor schools have heretofore existed, and where the ordinary Legislative and Municipal grants have not been sufficient to enable Trustees to sustain the schools during the school year.

Where Separate Schools existed in 1859, the sum apportioned to the Municipality has been divided among the Common and R. C. Separate Schools therein, according to the average attendance of pupils at these Schools during that year, as reported by the Trustees. In former years it was found that to apportion to each Municipality, according to school population, and then afterwards to apportion an additional sum to the Separate Schools in such Municipality, out of the General School Grant, was unduly deducting from Municipalities in which there are no Separate Schools, and unduly adding to the apportionment of those Municipalities in which Separate Schools do exist—such as Cities, Towns, and Villages. If the apportionment be increased to any Municipalities beyond the proportion of school population, it ought to be so increased to the poorer Counties and Townships, rather than to the wealthier Cities, Towns, and Villages; for it is in these latter that Separate Schools are chiefly established.

The gross sum apportioned this year is the same as that of last year.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

I am, Sir, your obedient Servant,

Education Office, E. RYERSON.
Toronto, 31st May, 1860.

Apportionment to Townships for 1860.

1. County of Glengarry.

Townships.	Apportionment.		
Charlottenburgh			$584 00
Do for Separate Schools	$100 00		... ...
Kenyon	... ...		500 00
Lancaster	... ...		475 00
Do for Separate Schools	41 00		... ...
Lochiel	... ...		538 00
Do for Separate Schools	70 00		... ...
	$211 00		$2097 00

Total for County $2308.

2. County of Stormont.

Cornwall	$591 00
Finch	245 00
Osnabruck	660 00
Roxborough	340 00
	$1836 00

3. County of Dundas.

Matilda	$573 00
Mountain	434 00
Williamsburgh	622 00
Winchester	473 00
	$2102 00

4. County of Prescott.

Alfred			$160 00
Caledonia			157 00
Hawkesbury East			397 00
Do for Separate Schools		$91 00	... ...
Hawkesbury West	... ...		247 00
Longueuil	... ...		223 00
Plantagenet, North	... ...		310 00
Plantagenet, South	... ...		174 00
		$91 00	$1668 00

Total for County $1759.

5. County of Russell.

Cambridge	$165 00
Clarence	158 00
Cumberland	366 00
Russell	208 00
	$839 00

6. County of Carleton.

Townships.	Apportionment.		
Fitzroy			$321 00
Do for Separate Schools		$24 00	... ...
Gloucester	... ...		423 00
Do for Separate Schools		96 00	... ...
Goulbourn	... ...		313 00
Gower, North	... ...		307 00
Huntley	... ...		284 00
March	... ...		175 00
Marlborough	... ...		265 00
Nepean	... ...		479 00
Do for Separate Schools		12 00	... ...
Osgoode	... ...		578 00
Torbolton	... ...		66 00
	$132 00		$3209 00

Total for County $3341.

7. County of Grenville.

Augusta			$754 00
Edwardsburgh			586 00
Do for Separate Schools		$36 00	... ...
Gower, South	... ...		112 00
Oxford—on Rideau	... ...		505 00
Wolford	... ...		395 00
Do for Separate Schools		20 00	... ...
	$46 00		$2352 00

Total for County $2398.

8. County of Leeds.

Bastard and Burgess, South			$506 00
Do for Separate Schools		$19 00	... ...
Crosby, North	... ...		272 00
Crosby, South	... ...		289 00
Elizabethtown	... ...		677 00
Elmsley, South	... ...		147 00
Kitley	... ...		501 00
Leeds and Lansdowne, Front	... ...		440 00
Do for Sep. Schools		30 00	... ...
Leeds and Lansdowne, Rear	... ...		256 00
Yonge and Escott, Front	... ...		409 00
Yonge and Escott, Rear	... ...		191 00
	$49 00		$3640 00

Total for County $3689.

9. County of Lanark.

Townships.	Apportionment.		
Bathurst			$351 00
Beckwith			356 00
Burgess, North			124 00
Dalhousie and Levant			191 00
Darling			127 00
Drummond			200 00
Elmsley, North			207 00
Lanark			323 00
Montague			496 00
Pakenham			336 00
Ramsay			477 00
Sherbrooke, North			31 00
Sherbrooke, South			88 00
			$3314 00

10. County of Renfrew.

Admaston	197 00
Algona and Brudenell	24 00
Alice and Petewawa	82 00
Bagot, Blithfield and Brougham	236 00
Bromley	162 00
Grattan	152 00
Horton	176 00
McNab	285 00
Pembroke	65 00
Ross	171 00
Sebastopol	31 00
Stafford	30 00
Westmeath	231 00
Wilberforce	195 00
	$2063 00

11. County of Frontenac.

Bedford, Olden, Oso and Palmerston			$131 00
Hinchinbrooke and Kennebec			55 00
Kingston			434 00
Do for Separate Schools		$21 00	... ...
Loughborough	... ...		301 00
Pittsburgh and Howe Island	... ...		462 00
Do Sep. Schools		42 00	... ...
Portland, Barrie and Clarendon	... ...		275 00
Storrington	... ...		346 00
Wolfe Island	... ...		339 00
Do for Separate Schools		50 00	... ...
	$113 00		$2325 00

Total for County $2438.

12. County of Addington.

Townships.		Apportionment.
Amherst Island		$141 00
Anglesea and Kaladar		51 00
Camden, East		894 00
Do for Separate School	$24 00	... ...
Ernestown	... ...	596 00
Sheffield	... ...	293 00
Do for Separate Schools	22 00	... ...
	$46 00	$1995 00

Total for County $2031.

13. County of Lennox.

Adolphustown	$ 67 00
Fredericksburgh, North	216 00
Fredericksburgh, South	146 00
Richmond	452 00
	$881 00

14. County of Prince Edward.

Ameliasburgh	$368 00
Athol	206 00
Hallowell	407 00
Hillier	337 00
Marysburgh	481 00
Sophiasburgh	299 00
	$2100 00

15. County of Hastings.

Elzevir		$86 00
Hungerford		510 00
Huntingdon		518 00
Madoc and Tudor		435 00
Marmora		176 00
Rawdon		479 00
Sidney		642 00
Thurlow		496 00
Do for Separate Schools	$26 00	... ...
Tyendinaga	... ...	810 00
	$26 00	$3952 00

Total for County $3978.

16. County of Northumberland.

Aluwick		$108 00
Brighton		450 00
Cramahe		461 00
Haldimand		713 00
Hamilton		576 00
Monaghan, South		173 00
Murray		485 00
Percy		438 00
Do for Separate Schools	$36 00	... ...
Seymour	... ...	439 00
	$36 00	$3842 00

Total for County $3878.

17. County of Durham.

Cartwright	$836 00
Cavan	861 00
Clarke	854 00
Darlington	874 00
Hope	642 00
Manvers	511 00
	$3778 00

18. County of Peterborough.

Asphodel		$353 00
Belmont and Methuen		98 00
Douro		333 00
Dummer and Burleigh		254 00
Ennismore		98 00
Monaghan, North		91 00
Otonabee		556 00
Smith and Harvey		280 00
		$2063 00

19. County of Victoria.

Eldon	210 00
Emily	411 00
Fenelon and Bexley	256 00
Mariposa	628 00
Ops	375 00
Verulam and Somerville	147 00
	$2027 00

20. County of Ontario.

Townships.		Apportionment.
Brock		$567 00
Mara and Rama		238 00
Pickering		1013 00
Reach		696 00
Scott		254 00
Scugog Island		79 00
Thorah		180 00
Uxbridge		460 00
Whitby		331 00
Whitby, East		441 00
		$4259 00

21. County of York.

Etobicoke		$554 00
Do for Separate Schools	$16 00	... ...
Georgina	... ...	161 00
Gwillimbury, North	... ...	187 00
Gwillimbury, East	... ...	569 00
King	... ...	873 00
Markham	... ...	1013 00
Scarborough	... ...	517 00
Vaughan	... ...	908 00
Do for Separate Schools	21 00	... ...
Whitchurch	... ...	664 00
York	... ...	1025 00
Do for Separate Schools	96 00	... ...
	$133 00	$6271 00

Total for County $6404.

22. County of Peel.

Albion	$589 00
Caledon	550 00
Chinguacousy	843 00
Gore of Toronto	137 00
Toronto	800 00
	$2919 00

23. County of Simcoe.

Adjala		$252 00
Essa		231 00
Flos		115 00
Gwillimbury, West		410 00
Innisfil		472 00
Medonte		137 00
Mono		498 00
Mulmur		189 00
Nottawasaga		499 00
Orillia and Matchedash		151 00
Do for Sep. Schools (Orillia)	$59 00	... ..
Oro	... ...	423 00
Sunnidale	... ...	66 00
Tay and Tiny	... ...	208 00
Tecumseth	... ...	555 00
Tossorontio	... ...	91 00
Vespra	... ...	90 00
Do for Separate Schools	10 00	... ...
	$69 00	$4347 00

Total for County $4416.

24. County of Halton.

Esquesing		$806 00
Nassagaweya		259 00
Nelson		498 00
Do for Separate Schools	$12 00	... ...
Trafalgar	... ...	567 00
	$12 00	$2130 00

Total for County $2142.

25 County of Wentworth.

Ancaster		$482 00
Barton		251 00
Beverley		706 00
Binbrooke		199 00
Flamborough, East		347 00
Do for Separate Schools	$41 00	... ...
Flamborough, West	... ...	435 00
Glanford	... ...	241 00
Saltfleet	... ...	299 00
	$41 00	$2960

Total for County $3006.

26. County of Brant.

Townships.		Apportionment.
Brantford		$679 00
Burford		730 00
Dumfries, South		436 00
Oakland		64 00
Onondaga		260 00
		$2169 00

27. County of Lincoln.

Caistor		$228 00
Clinton		292 00
Gainsborough		341 00
Grantham		398 00
Do for Separate Schools	$53 00	... ...
Grimsby	... ...	304 00
Louth	... ...	209 00
Niagara	... ...	213 00
	$53 00	$1994 00

Total for County $2047.

28. County of Welland.

Bertie	$290 00
Crowland	264 00
Humberstone	299 00
Pelham	301 00
Stamford	314 00
Thorold	305 00
Wainfleet	252 00
Willoughby	174 00
	$2139 00

29. County of Haldimand.

Canborough		$167 00
Cayuga, North		299 00
Cayuga, South		108 00
Dawn		127 00
Moulton and Sherbrooke		342 00
Oneida		313 00
Do for Separate Schools	$46 00	... ...
Rainham	... ...	294 00
Seneca	... ...	407 00
Walpole	... ...	572 00
	$46 00	$2829 00

Total for County $2875.

30. County of Norfolk.

Charlotteville		$434 00
Houghton		291 00
Middleton		276 00
Townsend		837 00
Walsingham		487 00
Windham		353 00
Do for Separate Schools	$ 9 00	... ...
Woodhouse	... ...	383 00
	$ 9 00	$3061 00

Total for County $3070.

31. County of Oxford.

Blandford	$305 00
Blenheim	739 00
Dereham	606 00
Nissouri, East	420 00
Norwich, North	443 00
Norwich, South	338 00
Oxford, North	200 00
Oxford, East	321 00
Oxford, West	252 00
Zorra, East	552 00
Zorra, West	405 00
	$4581 00

32. County of Waterloo.

Dumfries, North		$489 00
Waterloo		964 00
Wellesley		660 00
Do for Separate Schools	$109 00	... ...
Wilmot	... ...	675 00
Do for Separate Schools	72 00	... ...
Woolwich	... ...	588 00
	$181 00	$3347 00

Total for County $3528.

33. County of Wellington.

Townships.		Apportionment.
Amaranth		$118 00
Arthur and Luther		267 00
Do for Separate Schools	$137 00	... ...
Eramosa	... ...	446 00
Erin	... ...	616 00
Garafraxa	... ...	490 00
Guelph	... ...	300 00
Maryborough	... ...	238 00
Minto	... ...	100 00
Nichol	... ...	244 00
Do for Separate Schools	33 00	... ...
Peel	... ...	601 00
Pilkington	... ...	297 00
Do for Separate Schools	23 00	... ...
Puslinch	... ...	585 00
	$183 00	$4292 00

Total for County $4475.

34. County of Grey.

Artemesia	$377 00
Bentinck	336 00
Collingwood	120 00
Derby	131 00
Egremont	177 00
Euphrasia	178 00
Glenelg	236 00
Holland	286 00
Melancthon	160 00
Normanby	355 00
Osprey	249 00
Proton	170 00
St. Vincent	375 00
Sullivan	150 00
Sydenham	326 00
	$3742 00

35. County of Perth.

Blanchard		$446 00
Downie		446 00
Easthope, North		404 00
Easthope, South		288 00
Ellice		215 00
Do for Separate Schools	$97 00	... ...
Elma	... ...	235 00
Fullarton	... ...	334 00
Hibbert	... ...	306 00
Logan	... ...	176 00
Mornington	... ...	340 00
Wallace	... ...	196 00
	$27 00	$3435 00

Total for County $3462.

36. County of Huron.

Ashfield	$310 00
Biddulph	395 00
Colborne	263 00
Goderich	462 00
Grey	355 00
Hay	342 00
Hewick	107 00
Hullett	295 00
McGillivray	444 00
McKillop	345 00
Morris	159 00
Stanley	411 00
Stephen	244 00
Tuckersmith	425 00
Turnberry	77 00
Usborne	424 00
Wawanosh	352 00
	$5272 00

37. County of Bruce.

Arran, Amabel and Albemarle		$264 00
Brant		273 00
Bruce		227 00
Carrick		215 00
Do for Separate Schools	$20 00	... ...
Culross	... ...	116 00
Elderslie	... ...	178 00

37. County of Bruce—*Continued.*

Townships.		Apportionment.
Greenock	... ...	107 00
Do for Separate Schools	31 00	... ...
Huron	... ...	213 00
Kincardine	... ...	270 00
Kinloss	... ...	105 00
Saugeen	... ...	199 00
	$51 00	$2167 00

Total for County $2218.

38. County of Middlesex.

Adelaide		$366 00
Carradoc		453 00
Delaware		156 00
Dorchester, North		546 00
Ekfrid		332 00
Lobo		454 00
London		998 00
Metcalfe		186 00
Mosa		355 00
Nissouri, West		367 00
Westminster		659 00
Do for Separate Schools	$17 00	... ...
Williams	... ...	414 00
Do for Separate Schools	20 00	... ...
	$37 00	$5283 00

Total for County $5320.

39. County of Elgin.

Aldborough	$252 00
Bayham	561 00
Dorchester, South	213 00
Dunwich	344 00
Malahide	663 00
Southwold	732 00
Yarmouth	643 00
	$3408 00

40. County of Kent.

Camden		$378 00
Chatham		397 00
Dover, East and West		213 00
Harwich		452 00
Howard		459 00
Oxford		220 00
Raleigh		427 00
Do for Separate Schools	$52 00	... ...
Romney	... ...	65 00
Tilbury, East	... ...	140 00
Zone	... ...	128 52
	$52 00	$2769 00

Total for County $2841.

41. County of Lambton.

Bosanquet	$309 00
Brooke	204 00
Dawn	32 00
Enniskillen	76 00
Euphemia	235 00
Moore	312 00
Plympton	330 00
Sarnia	123 00
Sombra	181 00
Warwick	401 00
	$2302 00

42. County of Essex.

Anderdon		$307 00
Colchester		229 00
Gosfield		281 00
Maidstone		191 00
Do for Separate Schools	$47 00	... ...
Malden	... ...	206 00
Mersea	... ...	254 00
Rochester	... ...	106 00
Sandwich	... ...	420 00
Do for Separate Schools	42 00	... ...
Tilbury, West	... ...	118 00
	$89 00	$2082 00

Total for County $2171.

Apportionment to Cities, Towns and Villages for 1860.

Cities.	Common Schools.	R. Cath. Separate Schools.	Total.
Toronto	$3010 00	$1400 00	$4410 00
Hamilton	1812 00	414 00	2226 00
Kingston	993 00	477 00	1470 00
London	1346 00	147 00	1493 00
Ottawa	631 00	698 00	1329 00
	7792 00	3136 00	10928 00

Towns.			
Amherstburgh	$159 00	$114 00	$273 00
Barrie	131 00	63 00	194 00
Belleville	380 00	184 00	564 00
Berlin	230 00	12 00	242 00
Bowmanville	231 00	... ...	231 00
Brantford	607 00	97 00	704 00
Brockville	389 00	142 00	522 00
Chatham	326 00	68 00	394 00
Clifton	54 00	36 00	90 00
Cobourg	434 00	137 00	571 00
Collingwood	189 00	... ...	189 00
Cornwall	210 00	... ...	210 00
Dundas	192 00	151 00	343 00
Galt	310 00	... ...	310 00
Goderich	336 00	... ...	336 00
Guelph	277 00	151 00	428 00
Ingersoll	186 00	... ...	186 00
Lindsay	101 00	78 00	179 00
Milton	99 00	... ...	99 00
Niagara	181 00	91 00	272 00
Oakville	165 00	... ...	165 00
Owen Sound	206 00	... ...	206 00
Paris	241 00	66 00	307 00
Perth*	... ...	... ...	294 00
Peterborough	189 00	147 00	336 00
Picton	139 00	41 00	180 00
Port Hope	504 00	... ...	504 00
Prescott	97 00	158 00	252 00
Sandwich	96 00	... ...	96 00
Sarnia	186 00	... ...	186 00
St. Catharines	408 00	222 00	630 00
Simcoe	220 00	... ...	220 00
Whitby	278 00	... ...	278 00
Windsor	262 00	... ...	262 00
Woodstock	291 00	... ...	291 00
	*8295 00	1955 00	10544 00

Incorporated Villages.			
Bath	in Township.		
Bradford	$87 00	... ..	$87 00
Brampton	204 00	... ...	204 00
Brighton	134 00	... ...	134 00
Caledonia	158 00	... ...	158 00
Cayuga	117 00	... ...	117 00
Chippawa	145 00	... ...	145 00
Clinton	99 00	... ...	99 00
Colborne	94 00	... ...	94 00
Dunnville	in Township.		
Elora	155 00	... ...	155 00
Embro	63 00	... ...	63 00
Fergus	109 00	... ...	109 00
Fort Erie	42 00	... ...	42 00
Hawkesbury	126 00	... ...	126 00
Hespeler	89 00	... ...	89 00
Iroquois	86 00	... ...	86 00
Kemptville	123 00	... ...	123 00
Kincardine	96 00	... ...	96 00
Mitchell	126 00	... ...	126 00
Napanee	150 00	39 00	189 00
Newburgh	117 00	... ...	117 00
Newcastle	142 00	... ...	142 00
New Hamburgh	131 00	... ...	131 00
Newmarket	102 00	42 00	144 00
Oshawa	110 00	50 00	160 00
Pembroke	71 00	... ...	71 00
Portsmouth	88 00	47 00	135 00
Preston	130 00	34 00	164 00
Renfrew	in Township.		
Richmond	in Township.		
Smith's Falls	110 00	... ...	110 00
Southampton	60 00	... ...	60 00
Stirling	in Township.		
St. Mary's	265 00	... ...	265 00
St. Thomas	118 00	25 00	143 00
Stratford	281 00	... ...	281 00
Strathroy	in Township.		
Streetsville	136 00	... ...	136 00
Thorold	146 00	33 00	179 00
Trenton	90 00	74 00	164 00
Vienna	109 00	... ...	109 00
Waterloo	147 00	... ...	147 00
Welland	77 00	... ...	77 00
Yorkville	145 00	... ...	145 00
	4788 00	334 00	5122 00

* As the Report from Perth has not been received, the amount for the Roman Catholic Separate School could not be determined.

Apportionment to Counties for 1860.

Counties.	Com. Schools.	Sep. Schools.	Total.
1. Glengarry	$2097 00	$211 00	$2308 00
2. Stormont	1836 00	... ...	1836 00
3. Dundas	2102 00	... ...	2102 00
4. Prescott	1668 00	91 00	1759 00
5. Russell	839 00	... ...	839 00
6. Carleton	3209 00	132 00	3341 00
7. Grenville	2352 00	46 00	2396 00
8. Leeds	3640 00	49 00	3689 00
9. Lanark	3314 00	... ...	3314 00
10. Renfrew	2052 00	... ...	2052 00
11. Frontenac	2325 00	113 00	2438 00
12. Addington	1985 00	46 00	2031 00
13. Lennox	881 00	... ...	881 00
14. Prince Edward	2100 00	... ...	2100 00
15. Hastings	3952 00	26 00	3978 00
16. Northumberland	3842 00	36 00	3878 00
17. Durham	3778 00	... ...	3778 00
18. Peterborough	2063 00	... ...	2063 00
19. Victoria	2027 00	... ...	2027 00
20. Ontario	4259 00	... ...	4259 00
21. York	6271 00	133 00	6404 00
22. Peel	2919 00	... ...	2919 00
23. Simcoe	$4347 00	$69 00	$4416 00
24. Halton	2139 00	12 00	2142 00
25. Wentworth	2962 00	41 00	3003 00
26. Brant	2169 00	... ...	2169 00
27. Lincoln	1994 00	53 00	2047 00
28. Welland	2139 00	... ...	2139 00
29. Haldimand	2629 00	46 00	2675 00
30. Norfolk	3061 00	9 00	3070 00
31. Oxford	4501 00	... ...	4501 00
32. Waterloo	3347 00	181 00	3528 00
33. Wellington	4292 00	183 00	4475 00
34. Grey	3743 00	... ...	3743 00
35. Perth	3435 00	27 00	3462 00
36. Huron	5272 00	... ...	5272 00
37. Bruce	2167 00	51 00	2218 00
38. Middlesex	5283 00	37 00	5320 00
39 Elgin	3408 00	... ...	3408 00
40. Kent	2789 00	52 00	2841 00
41. Lambton	2302 00	... ...	2302 00
42. Essex	2082 00	89 00	2171 00
	123543 00	1733 00	125276 00

TOTALS.

	Common Schools.	Separate Schools.	Total.
Total Counties	$123543 00	$1733 00	$125276 00
" Cities	7792 00	3136 00	10928 00
" Towns*	5295 00	1955 00	13544 00
" Villages	4786 00	354 00	5123 00
	*144416 00	7158 00	151870 00
Additional sum reserved for any Roman Catholic Separate Schools which may be established in 1860			630 00
			$152500 00

* Report from Town of Perth not received, and amount for Separate School not determined.

IX. Papers on Practical Education.

1. OVER-TAXING THE MIND.

Mental labor, without excess, is doubtless as beneficial as it is pleasant. A well occupied mind is conducive to bodily health. But with mental labor as with physical, to attempt too much, and to know no recreation, tends to injury of more or less permanence. And if this is the case with adults, how much more likely is it to be so with children. And yet a system is now pursued in our common schools, and in other and more private educational establishments, which permits to our children during waking hours no respite from mental labor. We refer to the custom of burdening children, after having spent the best part of the day in close mental application in a crowded school room, with lessons to be studied or committed to memory at home and out of school hours. The system has been more than once strongly condemned in our columns. It is deserving of blame for two reasons. It is unjust to the parents of the children. It imposes a burden upon them that of right belongs to the school teacher, who is paid to superintend the education of the child, and yet devolves that superintendence in a considerable degree upon the parent or parents. It deprives those parents of a large share of their children's society, and in some circumstances of the services of their children, often of considerable value and importance. It has pained us more than once to see a young child sitting apart during a whole evening from the rest of the family—shut out entirely from their pleasant society and intercourse, and from their rational amusements, because all the child's time and powers were required for the mastery of the four or five lessons brought from the school to be studied at home.

All this is an injustice to the parents of that child. They ought to have the blessing of that child's society, and if need be, the aid of those many little services, to render which is to a child with a mind free from anxiety and care, a real enjoyment. But if the present system is an injustice to the parent, how much more so is it to the child?—How can a child thus burdened with mental labor enjoy the sweets of home and the delights of family intercourse? It is impossible. Those three or four or five lessons are to be learned and *must* be learned before that child retires to sleep. They may not be left till morning, (though often they must then be once more studied,) lest the place in the class be forfeited on the morrow, in the competition of the school room. We only sketch a picture that too many of our readers have seen under their own roofs, when we describe such a child poring over books and distracted with study, until long after artificial light has been introduced, with flushed cheek and knitted brow, and finally retiring to a troubled sleep, overcome with weariness and vexed with the inevitable head-ache. Is this—can it be,—kind or just to a young and growing child? There can be but one answer to the question.

It is a great wrong to the body of the child. An adult would find it not easy to preserve the health of his body, were he to devote as many hours in succession to close mental application as in many cases the children who attend our common schools, are now required to do. Our profession enables us to speak with some authority and accuracy on this subject, and we know well that close and continuous mental effort must be alternated with recreation and manual labour, if the health of the body is to be maintained. This rule applies still more strictly to youth, whose physical development must be retarded unless the mind is occasionally lightened of its load, and free untrammelled bodily exercise be freely indulged in, which cannot be the case if the child has as much to learn in the evening at home as he or she had in the school during the day.—Every authority on the subject of the laws of health lays down the doctrine that abundant and hearty exercise, with a mind perfectly free and buoyant is a *sine qua non* to a proper physical development, and the present system of compelling our children to study for nearly as many hours out of school as they do in school, is utterly incompatible with such sanitary rules.

But the system is also a great wrong to the mind and intellectual capacities of the child. As fresh air and exercise are necessary to vigor and physical health, so a strong and vigorous body is essential to a strong and vigorous mind. This is the rule, and the exceptions are very few, especially among children. The mental and physical qualities of the child have a reciprocal influence upon each other. There might be here and there, a precocious child whose mental capacities are ready for almost any amount of intellectual food, and who progresses the more rapidly the more severely those capacities are taxed. But these are few. The all but universal rule with children is, that to cram the mind is to weaken its powers and destroy its energies. Yet our educational system is exactly of this character. The mind is crammed beyond its capacities, its powers of digestion and the memory and other faculties are kept upon a tension, that deprives them of their elasticity and their tenacity of grasp, and is calculated sooner or later to paralyze and ruin them. It is greatly to be wished that our Board of Education would put a veto upon this system so fraught with evil, and insist that the education should be given by the teacher *in the school*, so that out of school hours children may have their minds free to take in all the pleasure and reap the benefits of physical recreation.—*New York Com. Advt.*

2. TRANSCRIBING *versus* DICTATION.

The value of dictation is said to consist in the knowledge of spelling which it imparts. Any exercise in writing which would teach so useful an art as spelling is of course of paramount importance. But does dictation really teach spelling, or is the idea that it does simply illusory? It seems to me that the point is one which admits of discussion.

Spelling depends almost entirely upon the use of the eye. The eye which has become accustomed, either by reading or writing, to the correct shape and appearance of a word, will seldom fail to guide its owner to the proper mode of spelling that word. When a word is wrongly spelt, the eye becomes again the corrector. Again, when we are in doubt respecting the proper way of spelling a word, we write that word down in two or three different ways; and the eye is our silent monitor, teaching us which form of the word we ought to adopt. I go, then, a great way—in fact, all the way—with those who assert that spelling must be learnt by reading words in sentences, and by writing sentences. But I do not endorse their opinions when they say that dictation is the best kind of writing-exercise by which to teach the art of spelling. Teaching is entirely distinct from examining. When we teach, we should afford aid of the best kind; when we examine, we should render no aid. Dictation is an admirable instrument for *examining* pupils in spelling,—for testing, in fact, their knowledge of the art—but not for teaching the art. A child who is set down to write from dictation has nothing but the voice of the person dictating to guide him. Of course he makes mistakes,—writes the words incorrectly. But every time he so writes a word, his eye becomes familiar with its incorrect form; his impression of what is wrong becomes stronger by familiarity with the mistakes which he himself makes. It is true we correct him; but our object should be to *prevent* his making mistakes. We should put the correct forms of words under his eye to guide him. We should not allow him first to do wrong, that we may afterwards have the trouble of correcting him, and teaching him to do right. Prevention is better than cure. Until our pupils can learn to compose,

they should, I firmly believe, learn to spell solely by transcribing, *i.e.*, copying every day a page from their reading-books. They would thus have good models of spelling constantly before their eyes, and their sight would be trained.—A. B., *in English National Society's Monthly Paper.*

3. HINTS ON ORAL TEACHING.

To secure the attention of a body of young children, while giving an oral lesson, is perhaps one of the most difficult parts of teaching that presents itself to a novice. If the pupil's attention can be obtained at the commencement of a lesson, generally, it is obvious that it may be easily maintained the remainder of the time, with a little experience on the part of the Teacher, as nearly all lessons beome more and more interesting as they advance towards the conclusion; and therefore the children will have a natural tendency to listen to the information given for their benefit, without giving the Teacher any extra exertion to maintain their attention.

The following suggestions for securing attention and good order while giving an oral lesson may perhaps be acceptable to some of your readers:

I. That the pupils be strictly prohibited talking, and be made to sit in a convenient manner, with their arms folded.

II. That the Teacher should stand at such a distance, and in such a position, as to enable every pupil to see his face.

III. That all black-boards, maps, diagrams, &c., required to illustrate the lesson, should be ready for immediate use when wanted, and placed in such a manner as to enable all the pupils to see them without moving from their seats.

IV. That the Teacher should make it a general rule never to leave the class while engaged in giving an oral lesson.

V. That, if possible, the Teacher should find some attractive name for his lesson, which will enable him to secure the attention of his pupils. This plan can be very successfully pursued in the giving of Scripture lessons. For instance, if the Teacher wished to give a lesson on "Noah," let the title of the lesson be changed to "The first shipwright," or some equivalent phrase. If on "Dives and Lazarus," to "The rich poor man and the poor rich man." If on "Jonah," to "The living ship." If on "Naaman," to "The little slave," &c. &c. &c. In some case (when most convenient) it would be a good plan to disguise the real name of the lesson, and not make it known until near the end.

VI. To divide each lesson into four parts, and, at the conclusion of each part, to examine the pupils on the part previously explained to them.

VII. At the conclusion to make an examination (oral) on the whole of the lesson given.

VIII. To place the *incorrigibles* (if any) nearest the Teacher, and to trouble them with the most questions at the time of examination.

If Teachers arrange their lessons in a logical and interesting way, they will find, that, after obtaining the attention of their pupils once, their lessons will afterwards be courted, and that no extra exertion will be required for the preservation of order and attention. —*Charles F. Redman in the English Pupil-Teacher.*

X. Biographical Sketches.

No. 9. PROFESSOR C. A. GOODRICH, LL.D.

Professor Chauncey A. Goodrich, of Yale College, died recently in New Haven. He was born in New Haven, October 23, 1790, and graduated in Yale College in 1810. From 1812 to 1814, he was Tutor in the College. He was elected Professor of Rhetoric and Oratory in Yale College in 1817, at the accession of Dr. Day to the presidency. In 1839 he was elected Professor of the pastoral charge in the Theological Seminary, which office he filled till his death. Prof. Goodrich's literary labors have been various and successful. In 1814 he prepared a Greek Grammar, which was generally used. In 1827 he superintended the abridgement of Webster's Quarto American Dictionary, which was widely circulated throughout the country. In 1829 he established the Quarterly *Christian Spectator*, which he edited for nearly ten years. In 1832 he prepared a series of Latin Lessons, and soon after a like series of Greek Lessons for beginners. In 1846 and 1847 he prepared Revised Editions of the Unabridged and Abridged Dictionaries of Webster, and in 1856 the University edition of the same work. In 1859 he prepared an appendix for the Pictorial Edition of ten thousand new words and new definitions, with a very full and complete dictionary of synonyms. In 1852 he published his work on British Eloquence, which is superior to anything of the kind. Besides performing the literary labors involved in preparing and editing these various works, Prof. Goodrich has been prominently connected with many of the most important benevolent societies of the country. As an instructor, as a minister, and as a man, indeed in all the relations of life, Prof. Goodrich was conspicuous for his nobility and excellence of character.—*N. Y. Commercial Advertiser.*

No. 10. S. G. GOODRICH, ESQ. (PETER PARLEY.)

We deeply regret to announce the death of Mr. S. G. Goodrich, more widely known as "Peter Parley,"—the pseudonym under which he has acquired his reputation. He died very suddenly, at his residence in Ninth street, New York, on Thursday last, of disease of the heart. Mr Goodrich was a native of Connecticut, and was born in 1793,—though no one would have judged from his appearance that he was so nearly seventy years old. He had a vigorous constitution, which he preserved to the last by care and regularity in his mode of life. He began life as a publisher, first in Hartford and afterwards in Boston,—and edited in the days of Annuals one of the most celebrated of them, the *Token* from 1828 to 1842. His greatest success, however, was achieved in compiling books for children,—designed to convey instruction in natural history, travels, biography, and various branches of science and art, by simply-written narratives and anecdotes, copiously illustrated by engravings. He wrote as "Peter Parley" telling stories to children, and for many years the series of works thus published, extending to over forty volumes, had an enormous circulation, both in this country and abroad. They introduced a class of books which have since become universal. In 1841, he established a periodical called *Merry's Museum*, based upon the same general plan, which continued until 1854. In 1857, he published two volumes of *Recollections*,—containing an immense amount of exceedingly interesting memoranda concerning men and events in Connecticut, and forming one of the most readable books of the day. Mr. Goodrich was appointed American Consul at Paris under Mr. Fillmore, and held that office for several years. He performed his duties with great fidelity, and enjoyed the respect and esteem of all with whom he came in contact. He published several works while there calculated to diffuse a more general knowledge of America and its institutions, and upon his return prepared an elaborate and admirable *History of the Animal Kingdom*, which was issued last year in two large and elegant volumes. He was a man of great diligence, and continued to procute his literary labors to the latest period of his life.

XI. Papers on Colonial Subjects.

1. RAILROAD SYSTEM IN CANADA—ITS EFFECTS UPON AMERICAN INTERESTS.

The following is an official letter from Wyman B. S. Moore, Consul-General of the British North American Provinces, dated Montreal, January, 1860:—

The completion of the Victoria Bridge, which must be considered, mechanically at least, the great work of the age, renders it proper that I should communicate to the Department such information as I am possessed of relative to the railroad system of Canada and its bearing upon similar interests in the United States.

The Victoria Bridge, with its approaches of massive masonry, is near two miles in length. The iron tubes are in length over seven thousand feet, resting on twenty-four piers and two abutments. It has been built at a cost of about seven millions of dollars. It constitutes the connecting link of a line of railroads from our Western cities, over Canadian territory, to the sea at Quebec and the River De Loup, one hundred miles below Quebec on the gulf, and over Canadian and American territory to the sea at Portland.

The Grand Trunk Railroad, of which this bridge constitutes a part, extends from the River De Loup to Port Sarnia on the St. Clair, and from Sarnia or Port Huron, on the opposite shore, it has caused to be constructed, under its control, a railroad to Detroit, and by a lease of the line from Island Pond to Portland, Maine, it has a united line of the same gauge under one management, commencing at Detroit, with two outlets to the sea, one at Portland, Maine, the other at Quebec or the River De Loup. The whole extent of this line is about eleven hundred miles.

To its construction the Province of Canada has contributed sixteen millions of dollars, the balance of the capital has been advanced by shareholders in England, and the line is now in working order at a total expense of sixty millions of dollars. Efforts are now being made to extend this line to the eastern British provinces by the way of Lake Temiscouata and the river St. John's, keeping its track entirely within the provincial boundaries. Its main resources must be American business. Its local business cannot support it. It is now doing a large business between our Western cities and its terminus at Portland. I have seen, within the few past weeks, large quantities of cotton, raised in Tennessee, passing

by this route to the factories of New England. That there must, in a short period, be a great diversion of the traffic which supports the American railroads and canals to this and the other Canadian routes, must be obvious to any one who will consult the map of the country, and consider the magnitude of the internal improvements of Canada. The canals constituting the connections between this port and Lake Erie are capable of passing laden vessels of the burden of six hundred tons.

These facilities of internal navigation will draw largely upon our Western trade, and, had it not been formerly the policy of the British Government to exclude American influence from Canada, and to keep the country shut out from external commerce, this great natural outlet of the West—the St. Lawrence, with its immense locks and canals—would have borne our commerce to the Atlantic, as it draws the waters of our lakes. That policy has changed. The government of this province and the capitalists of Great Britain are united in their efforts to make their canals and railroads the thoroughfares of Western commerce to the Atlantic. They have built across the peninsula of the Western Canada three other routes to accomplish this result. The Great Western Railroad from Windsor, opposite Detroit, to Hamilton, Canada West; the Northern Railroad, from Collingwood, on the Georgian Bay, to Toronto: the Buffalo and Lake Huron Road, from Fort Erie to Goderich, on Lake Huron; all of these, except perhaps the latter, connect on Lake Ontario, in the summer season, with lines of propellers running to Montreal and Quebec, and connecting on Lake Huron with steamers running to Chicago, Milwaukee, and our Western cities. Under the influence of these competing lines, our navigation, on both sail and steam vessels, has almost entirely disappeared from Lake Ontario.

That the result of these efforts will be to cheapen the transportation of Western produce there can be no doubt. It is equally certain that there will be a large diversion from our canals and railroads of their legitimate business, from which they must suffer severely, unless the developments of the great West shall prove for the future what it has shown in the past, that its growth is more rapid than the increase of facilities of internal transportation, and that its surplus crops will demand every outlet which nature has made, or man can make, to a market, and afford to all a remunerating business. Such a result is to be desired.—*Hunt's Merchants' Magazine.*

2. CHATEAUGUAY AND QUEENSTON HEIGHTS.

A correspondent makes the following suggestions in view of the approaching visit of the Prince of Wales to Canada:—

We have observed lately in the columns of some of our Montreal contemporaries a project of a demonstration to be made in the Lower Province on the advent of H.R.H. the Prince of Wales, which is not unworthy of imitation here. It is proposed to assemble the Militia of Lower Canada on the battle field of Chateauguay, and to invite H.R.H. to lay the first stone of a monument which it is designed to erect in commemoration of that glorious feat of arms. We, in Upper Canada, have also our historical recollections, not unworthy of royal recognition. The fame of Brock is ever green in the hearts of Upper Canadians, and the victory of Lewiston Heights is one of which the empire may well be proud. It is well known that the battle ground is adorned by one of the finest columns in the world, and that the remains of the heroic Brock rest beneath; but nothing has as yet been done to indicate the precise spot on which the hero fell. It is proposed, we are glad to learn, to place a commemoration stone on the spot. Would it not be well that H.R.H. the Prince of Wales should be requested to preside at the ceremonial, and the Militia of Upper Canada be invited to meet him, and witness it. It would enable the Prince, and thousands of the people of Canada to meet under circumstances hallowed by the most glorious associations. They would feel that he shared in their recollections and enthusiasms, and he would behold an exhibition of bone and muscle, such as the son of our Queen may well be proud of. We can hardly conceive a nobler spectacle, or on a more noble site. We believe the funds of the "Brock Monument Committee" to be in a condition to meet preliminary and local expenses connected with such a celebration. It would be for the Legislature to provide for the conveyance, &c., of the Militia. An encampment and cantonment in the vicinity of Lewiston Heights would be readily arranged, and the Militia of Canada should provide H.R.H. with guards of honor while at the Falls. We trust that this hint may meet with a response.—*Leader.*

EDUCATION IN NEW BRUNSWICK.—The following statistics of education in New Brunswick will be generally interesting: The whole number of schools in that Province last year was 818; of these, 166 are Episcopalian; 177 Roman Catholic; 138 Presbyterian; 122 Methodist; 196 Baptist; 10 Congregationalist; and 12 not ascertained. The number of Trained Teachers is 442; Untrained, 381. The whole number of Scholars, 25,750.

XII. Miscellaneous.

1. THE UNION JACK.

Our neighbours may boast of their stripes and their stars,
The French of their famed colours three,
But we have a flag, that in many great wars
Was triumphant by land and by sea.
The Old Union Jack, our own Union Jack,
With its colours of red and of blue,
Come rear it aloft, we will follow its track
In the old world as well as the new.

Though varied the lands that gave us our birth,
Though varied each emblem and sign,
Yet Irish or Scotch, there is nothing on earth
Makes an Irish and Scotchman combine,
Like the Old Union Jack, their own Union Jack,
Held aloft in a bold English hand,
With a Son of the woods, the banner to back,
Against it, the world cannot stand.

Come across, Prince of Wales, to the land of the free,
Come across to the land of the true,
You will find on a branch of the good Maple Tree,
The famous Old Red and the Blue.
The grand Union Jack, your own Union Jack,
It will meet you on Canada's shore,
With many good fellows to follow its track,
As brave as their fathers of yore.

Cayuga, 5th April, 1860. A. WINRAM.

2. THE SECRET OF ENGLAND'S GREATNESS.

It was a noble and beautiful answer of our Queen, says the *British Workman*, that she gave to an African Prince, who sent an embassy, with costly presents, and asked her in return to tell him the secret of England's greatness, and England's glory; and our beloved Queen sent him, not the number of her fleet, not the number of her armies, not the amount of her boundless merchandise, not the details of her inexhaustible wealth. She did not, like Hejekiah, in an evil hour, show the ambassador her diamonds, and her rich ornaments, but handing him a beautifully bound copy of the Bible, she said, "Tell the Prince that this is the secret of England's greatness."

3. QUEEN VICTORIA'S INTEGRITY TOWARDS HER FATHER'S CREDITORS.

The scrupulousness with which Victoria paid the debts of her father (who was at one time so poor as to be unable to afford to transport his family from Germany to England), is not so well known as it deserves to be. The author of the "Woman of Beauty" thus alludes to this trait in the Queen's character:—"One of the first measures of Victoria was to pay from her own private purse the remaining debts of her father—those which she and her mother had been unable, by their united economy, to liquidate. The people contrasted the Queen's conscientious application of her resources with the conduct of her grandfather, George III., under similar circumstances. His father, Frederick, Prince of Wales, left behind him numerous obligations, not one farthing of which did George, on coming to the throne, think proper to discharge."

4. PRINCE ALFRED UNDER DISCIPLINE.

The United Service Gazette says that Prince Alfred is being brought up in the services precisely the same as if he were the son of a private gentleman.

"He messes with the midshipmen, keeps his regular watch, dines occasionly in the wardroom and takes his turn to dine with the captain. He is treated by his messmates as, in all respects, one of themselves—is called to order by the caterer, and runs the risk of being made the subject of a practical joke as any other young gentleman, himself, however, being generally pretty forward in the business of playful mischief. Upon one question, that of smoking, the young prince is sternly denied the privilege indulged by other officers. That growing vice of the age, most mischievous in its consequences, particularly when carried to excess, and which always runs to excess, is prohibited as far as Prince Alfred is concerned, and upon one occasion, we believe his royal highness had his leave stopped for a fortnight for being detected in the act of blowing a cloud."

5. TEACHERS AND NURSES IN THE QUEEN'S HOUSEHOLD.

One of the speakers at a mission meeting in Leicester, England, gave some information concerning the teachers and nurses to whom is entrusted the training of the children of the Royal Family. The monthly nurse in the Queen's household, he stated, was a member of Dr. Steane's (Baptist) Church, at Chamberwell. The Princess Royal, now the Princess Frederick William, was awakened through reading a sermon of Adolphe Monod, and became thoroughly religious. When the last child was born, a Wesleyan was selected for nurse. The teacher of the Prince of Wales, Mr. Gibbs, was a Nonconformist. Previous to appointment, he was sent for twice, and for two hours was subjected to a severe questioning by the Prince Consort and Her Majesty, to test his knowledge. All the heads of the departments about Her Majesty were pious people. Every child that was born in the Royal Family was born amid many prayers. The pious members of the household assembled themselves together, and continued praying for the Queen until the child was born, when they gave God thanks. He then thanked God for such a Queen and such a Court, and that under her, God was prospering Britain as He had never prospered it before.

6. ORNAMENT YOUR SCHOOL GROUNDS.

Now is the time to plant shade trees and evergreens; but while all are busy in ornamenting your door yards, let them not forget their neglected school grounds.

It is a burning shame that people take so little interest in making the place where their children must spend so much of their lives, pleasant and attractive.

There appears to be a question among some, as to whose duty it is to plant trees about school houses. We take the responsibility of settling this matter, and declare it to be a general duty, incumbent upon all.

But we shall urge teachers to take the lead in this work, and to get all the help they can from others. We trust that no teacher who is, or ever expects to be *anybody*, will say, I do not intend to teach more than this term in this district, so there is no use of me going to the trouble and labor of planting out trees, I shall never get any good of them.

We hope no teacher is so narrow-minded or selfish, as to make any such miserable plea. The truth is, teachers should labor not only for their own good, but also for the good of others. Fellow-teachers! go to work and plant young and thrifty trees around every school-house in the state. It could and should be done this spring. If it was, what an improvement the school house grounds of five years hence would be upon the school-house grounds of to-day. We would recommend district school officers, where school grounds have not been selected, to select a pleasant and convenient site, of not less than three acres, at once fence it, and have it planted with trees this spring. In a few years it will be a beautiful spot, where children would delight to assemble. If the trees were properly selected, tastefully arranged, and good care taken of them, they would soon form a grove, as enchanting as the groves of Athens were.

Let us have all the varieties of forest trees that abound in our state, and let us not forget to plant a few evergreens on either side of the path that leads to the door of the school-house.—*Iowa Instructor.*

XIII. Short Critical Notices of Books.

—— Brazil and the Brazilians, portrayed in Historical and Descriptive sketches. By Rev. Dr. Kidder, and Rev. J. C. Fletcher; Philadelphia, Childs and Peterson. The "Sketches of Brazil," by Dr. Kidder, which were published some years ago, form an admirable precursor to this elaborate volume, and to some extent tested the peculiar fitness of the author for the joint preparation of this more important work. In the preface the authors say, "The following work by two whose experience in the Brazilian Empire embraces a period of twenty years, endeavours faithfully to portray the history of the country, and by a narrative of incidents connected with travel and residence in the land of the Southern Cross, to make known the manners, customs and advancement of the most progressive people south of the equator." The volume, which is printed with large type, is illustrated by an excellent map and one hundred and fifty engravings, from sketches or daguerreotype views taken on the spot.

—— Self Help; with illustrations of Character and Conduct. By Samuel Smiley. New York; Harper and Bros. This is a reprint of a popular work written by the author of the "Life of Geo. Stephenson," the celebrated engineer. It consists of a series of sketches of the most eminent, industrial, scientific, and religious men of England, illustrative of their perseverance, energy and genius. "Self Help," prompted by the "precept and example" of these men, is the great point which the author seeks to press home upon his readers.—and this he does with great force and ability.

XIV. Educational Intelligence.

CANADA.

—— University of Trinity College, Toronto.—A statute to the following effect was passed by the Corporation of Trinity College at its meeting on the 3rd of April:—That in consideration of the small opportunity which the members of the Church in the Province have hitherto possessed of availing themselves of a University education, Candidates be admitted to degrees in Arts by examination, without residence or attendance at lectures, for the space of five years, beginning from October 1860, under the following regulations:

I. All Candidates shall be members of the United Church of England and Ireland.

II. They shall produce testimonials both of good conduct and attainment, signed by at least one parochial Clergyman, and by two Laymen of respectability.

III. They shall satisfy the Corporation that professional duties preclude the possibility of their passing through a regular College course.

IV. No Candidate shall be less than twenty-five years of age.

V. These regulations shall in no way affect the regulations already made respecting Divinity Students.

VI. Candidates shall pass the several University Examinations, that is to say, the Examination for Matriculation, the Previous Examination, for the Degree of B.A., at the usual intervals.

N.B.—Under this statute Candidates possessing the requisite qualifications will be admitted to the annual Matriculation Examinations from October 1860, to October 1864, both inclusive; and may afterwards present themselves at the Previous Examination and at the Examination for B.A. in any year, provided that they do not in either case *anticipate* the ordinary time of passing those Examinations. The Previous Examination takes place at the end of the Lent Term of the year next but one following that in which the Matriculation Examination is passed, and the Examination for B.A. takes place three years after Matriculation.

—— University of Toronto.—At a special meeting of the Senate of the University of Toronto held on Saturday, the 28th ult., the following gentlemen, who had passed the prescribed examination, were admitted to to the degree of LL.B:—F. H. Spencer, J. Livingstone, W. A. Foster, J. W. Hancock, S. G. Wood, J. W. Bowlby, D. Blain, J. George Hodgins, G. S. Papps, S. Cochrane, V. Cronyn, J. J. Curran.

—— Increased Grants to University Colleges in Upper Canada.—During the recent discussion of the estimates, the item of $4,444 to Upper Canada College was struck out and $5,000 each was given to the Universities of Victoria and Queen's Colleges; and $3,200 to the Grammar School Fund of Upper Canada; $3000 was given to Regiopolis Roman Catholic College. Kingston, (which is not a University,) $2,000 to St. Michael's Roman Catholic College, Toronto; $1,400 to Bytown Roman Catholic College, Ottawa, and $400 to L'Assomption Roman Catholic College, Sandwich. The Grant of $800 to the Bellville Seminary, which was paid last year, has been omitted this year.

—— University of Queen's College, Kingston.—The academic session of this institution for 1859–60, closed recently in the presence of a numerous assembly. In the absence of the Principal, Dr. Cook, the Principal's chair was filled by the Rev. Professor Williamson, who opened the proceedings with prayer. After prizes had been awarded to the meritorious graduates, the degree of Doctor of Medicine was conferred upon the following gentlemen:—N. J. Bird, T. Chanonhouse, J. G. Cranston, T. R. Dupuis, J. G. Giles, E. H. Horsey, E. McKenzie, W. P. Roche, G. R. Rose, G. D. Spooner, J. D. Trousdale. The degree of Master of Arts was conferred upon D. J. Macdonnell, with honors in all the subjects of examinations. The degree of Bachelor of Arts was conferred upon the following gentlemen:—A. T. Drummond, T. Hart, A. McBain, J. McLaren; with honors in Mental and Moral Philosophy and Logic, E G. Malloch, D. Ross; with honors in all the subjects of examination. H. P. Yeomans, G. Macdonnell. The chairman declared the session to be closed, and entered upon an address to the graduates and audience, taking for his subject a portion of the motto of the College, viz, the word "Wisdom." The

proceedings, which commenced shortly after five o'clock, lasted about two hours. The Conversazione of the *Alma Mater* Society of the University of Queen's College, took place in the College building, on the 24th ult., and proved altogether a most successful and agreeable affair. The company assembled in the Convocation Hall, where at half past seven o'clock the the chair was taken by the Mayor, one of the Vice-Presidents of the Society. An impressive and appropriate prayer having been offered up by the Rev. D. Machar, the chairman explained the nature and objects of the Society, and concluded by welcoming the guests to their "feast of reason and flow of soul." The academic jubilee song of "Gaudeamus igitur," was then sung with taste and spirit by the members of the association, after which the brilliant assemblage dispersed itself through the rooms thrown open for promenade during the evening—the Laboratory and Chemistry Class-room—passing a pleasant hour or two in the examination of the various objects which were exhibited, and in witnessing the performance of experiments by Professors Lawson and Williamson. The company again mustered in the Hall, where short and appropriate addresses were delivered by Professors George and Weir, to which succeeded a parting song in honor of "Alma Mater" by the students, containing appropriate and amusing allusions to student usages; and then the National Anthem. Shortly afterwards the meeting broke up, all seemingly much gratified by the evening's proceedings, and with the politeness and attention of the committee of management, to whom great credit is due for their excellent arrangements.—*Kingston News.*

—— PRESIDENT QUEEN'S COLLEGE, KINGSTON.—The Senate of the University of Glasgow have unanimously agreed to confer the degree of D.D. on the Rev. William Leitch, minister of Monimail, and Principal Elect of Queen's College, Kingston.

——BISHOPS' COLLEGE, LENNOXVILLE.—The Corporation of this College is raising funds for the erection of buildings and for the partial endowment of the school, including the establishment of a Professorship of French. The sum of $20,000 is wanted for building purposes, and $30,000 for Endowment. Something over $6,000 had already been promised for the former object; and for the latter, eleven shares of $500 each had been taken, entitling the holder of each share to present a pupil free of charge for tuition, in perpetuity. The building could not be completed till next midsummer twelve months; subscriptions payable at six or nine, or even twelve months, would be no less acceptable than ready money. The School is to be placed on the same ground with the College, and instruction to be given in it, to a certain extent, by the Professors of the College.—*Montreal Gazette.*

—— REPLY OF THE GRAND JURY TO JUDGE HAGARTY'S CHARGE.—Referring to that part of his Lordship's address to the Grand Jury at the opening of the court, which relates to the increase of juvenile vagrancy in Toronto and other cities and towns, the Jurors are of opinion that a part of the large amounts contributed by assessment in cities and towns for common school purposes, should be appropriated to reclaim from street vagrancy that unfortunate class of our youth who will not, and cannot, be induced to enter the free schools. In Toronto, which expends about thirty-two thousand dollars a year on free schools, juvenile vagrancy is increased so as to be uncontrollable. And the question which now forces itself on the public mind, is the inefficiency of the school system, in this respect, when applied to cities and towns.

BRITISH AND FOREIGN.

—— STUDENTS AND PUPILS IN THE U. S. ENGLAND AND FRANCE.—There are 4,000,000 students and 150,000 teachers in the Public Schools of the United States. There is one student for every five persons. In Great Britain there is one student to every eight persons. In France, one to every ten.

—— EDINBURGH UNIVERSITY.—The installation of the Right Hon. W. E. Gladstone, as Rector of Edinburgh University, took place on the 19th ult., in the Music-hall there. The installation of Lord Brougham, as Chancellor, is deferred till the Whitsuntide holidays, the noble lord, who is at present at Cannes, being unable to visit Edinburgh at this season. His lordship has just accepted the office of President of the Philosophical Institution, Edinburgh, rendered vacant by the death of Lord Macaulay.

—— DEGREES IN MEDICINE.—An ordinance of the Scottish Universities Commission provides additional regulations for the granting of degrees in medicine, which are hereafter to be divided into three classes, and designated respectively, Bachelor of Medicine (M.B.) Master in Surgery (M.S.) and Doctor of Medicine (M.D.)

—— BELFAST QUEEN'S COLLEGE.—The annual report of the President of the Queen's College, detailing the progress of that seminary from its commencement to the present session, has been published, and it exhibits an increase both in the number of students and the distinctions which the latter have gained at competitive examinations. In the session of 1852-53, the total number of students in all departments was 154, of whom 53 were non-matriculated. In the present session, 1859-60, the numbers amounted to 255, of whom only 56 are non-matriculated. Amongst the 255 students in the Belfast College during the present session there are 42 members of the Established Church, 139 Presbyterians in connection with the General Assembly, 15 non-subscribing Presbyterians, 16 Catholics, 8 Wesleyan Methodists, 1 Seceder, and 4 students classed as "Various." The entire number instructed in the college from its commencemnet is set down at 944 individuals. The condition of the medical classes is particularly noticed in the president's report. The privilege of attending the workhouse hospital, accorded to medical students by the Belfast Board of Guardians, presents numerous advantages, especially under the system adopted by Professor Reid, M.D., who, it is said in the report, requires each student to "ascertain and state in writing the disease of a patient, the treatment likely to be beneficial, and to write a prescription for the remedies suggested. The papers are then criticised consecutively by Dr. Reid, in presence of the class." In the president's report it is stated that first places have been obtained by students of the Belfast College at Woolwich examinations, the Inns of Court, and the East India examination.

UNITED STATES.

—— AMERICAN TEACHERS' ASSOCIATION.—From a circular received, we learn that the next meeting of the American National Teachers' Association, will be held in Buffalo, New York, on the second Wednesday of August next, (the 8th,) and continue in session for four days.

—— Donations of 260 rare coins and copies of coins have been made to Yale College collection during the past fortnight. Among the original coins is an oak-tree shilling of Massachusetts, dated 1652.

—— ASTOR LIBRARY, 1859.—The eleventh annual report of the Astor Library shows that the whole number of volumes in the library is nearly one hundred and ten thousand, of which about sixty thousand belong to the literary department. The library is well attended. On the average, two hundred and ten volumes are in use every day, besides those used by parties admitted to the alcoves to pursue their investigations on any particular subject. The amount expended for new books during the past year has been $13,898. The total value of the library and building is estimated at nearly six hundred and fifty thousand dollars.

—— THE NEW GYMNASIUM OF YALE COLLEGE was opened a short time ago. The building is in the rear of the library building, and is 50 by 100 feet on the ground. The cost was $10,000. It contains a basement nine feet in the clear, in which are eight ten-pin alleys. A reading room is to be established in one corner of this basement. The room above is the gymnasium proper, being nearly the full size of the building, and with walls twenty-four feet high. In this room is placed the apparatus usually to be found in gymnastic establishments.

A TEACHER, holding a Second Class Certificate, is desirous of obtaining a SCHOOL. Satisfactory references can be given. For further particulars address, post-paid, FABER, *Teacher*,
Post Office, Hamilton, C. W. [*pd1tm.*

MRS. SIMPSON'S ESTABLISHMENT for the BOARD & EDUCATION of YOUNG LADIES, 4 & 5, Inkerman Terrace, Montreal.

In the system of Instruction adopted, a high Educational Standard is aimed at, and no pains are spared to ensure proficiency both in the solid branches and accomplishments. All the arrangements of the School are made with a view to the health and comfort of Pupils. For Prospectus apply to Messrs. B. DAWSON & SON, 23, Great St. James Street, Montreal, or at the School.

Montreal, April, 1860. [*pd. 3t. anj.*

ADVERTISEMENTS inserted in the *Journal of Education* for twenty-five cents per line, which may be remitted in *postage stamps*, or otherwise.

TERMS: For a single copy of the *Journal of Education*, $1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

☞ All communications to be addressed to Mr. J. GEORGE HODGINS,
Education Office, Toronto.

TORONTO: Printed by LOVELL & GIBSON, *corner of Yonge and Melinda Streets.*

JOURNAL OF EDUCATION, Upper Canada.

VOL. XIII. TORONTO: JUNE, 1860. No. 6.

CONTENTS OF THIS NUMBER.

	PAGE
I. THE UPPER CANADA COMMON SCHOOL AMENDMENT ACT	81
II. THE CONSOLIDATED COMMON SCHOOL ACT FOR UPPER CANADA:	
Existing Organization continued	83
Duties of Township Councils	87
Duties of County Municipal Councils	88
Duties of Local Superintendents of Schools	89
Duties of the County Boards of Public Instruction	90
School Visitors and their Duties	91
Duties of the Chief Superintendent of Education	91
Duties of the Council of Public Instruction	91
Various Penal Clauses	92
Short Title to School Acts	93
III. PAPERS ON PRACTICAL EDUCATION—(1) Education, the First Step in Good Farming. (2) Benefit of Schoolmasters' Associations	93
IV. BIOGRAPHICAL SKETCHES—No. 11. The Hon. John Wilson, of Saltfleet No. 12. Peter Schofield, Esq., M.D. No. 13. The Hon. Judge Chabot	94
V. EDUCATIONAL INTELLIGENCE—(1) Notice to Grammar School Masters. (2) University of Toronto (3) University of Victoria College. (4) The Upper Canada Model Schools. (5) Visit of the Warden and Members of the York and Peel County Council to the Educational Department	94

AN ACT TO AMEND THE UPPER CANADA COMMON SCHOOL ACT. 23 VICT., CAP. 49.*

[*Assented to 19th May, 1860, and in force from that date.*]

Whereas it is expedient to amend the Law respecting Common Schools in Upper Canada: Therefore Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

Penalty on Teacher refusing to deliver up School Register, &c.

1. Any Teacher wilfully refusing, on the demand of the majority of the Trustees of the School Corporation employing him, to deliver up any School Register or School House key or other School property in his possession, shall be deemed guilty of a misdemeanour and shall not be deemed a qualified Teacher until restitution be made, and shall also forfeit any claim which he may have against the said Trustees.

Remainder of School section may be attached to incorporated Village.

2. On the incorporation of a part of any School section within the limits of a Village, the Municipal Council of the Township, within the limits of which such School section is in whole or in part situated, shall have authority forthwith to attach the part or parts of such School Section, not included within the limits of the Village Corporation, to an adjacent School section or School sections, or form them into a separate and distinct section or sections.

Who are legal voters at School meetings.

3. The seventeenth section of the Upper Canada Common School Act, chapter sixty-four of the Consolidated Statutes for Upper Canada, shall be amended so as to read as follows:—No person shall be entitled to vote in any School section for the election of Trustee or on any School question whatsoever, unless he shall have been assessed and shall have paid School rates as a freeholder or householder in such section: and in case an objection be made to the right of any person to vote in a School section, the chairman or presiding officer at the meeting shall, at the request of any rate payer, require the person whose right of voting is objected to, to make the following declaration:

Form of Declaration required from School Electors.

"I do declare and affirm that I have been rated on the assess-
"ment roll of this School section as a freeholder (or householder,
"*as the case may be*) and that I have paid a public School tax
"due by me in this School section imposed within the last
"twelve months, and that I am legally qualified to vote at this
"meeting."

Penalty for making false declaration.

Whereupon the person making such declaration shall be permitted to vote on all questions proposed at such meeting; but if any person refuses to make such declaration his vote shall be rejected; And if any person wilfully makes a false declaration of his right to vote, he shall be guilty of a misdemeanour, and upon conviction, upon the complaint of any person, shall be punishable by fine or imprisonment in the manner provided for in the said Upper Canada Common School Act.

Time and hours for School Elections in rural sections, towns, &c.

4. The poll at every election of a School Trustee or Trustees shall not close before eleven of the clock in the forenoon, and shall not be kept open later than four of the clock in the afternoon; In School sections the poll shall close on the same day the election is commenced; in cities, towns and incorporated villages the same time shall be allowed for the election of School Trustees which is allowed for the election of Municipal Councillors in such municipalities.

Formation of Union School Sections in townships, towns, &c.

5. The forty-fifth and forty-sixth sections of the said Upper Canada Common School Act, shall be amended so as to read as follows: "Under the conditions prescribed in the fortieth section in respect to alteration of other School Sections, union School sections, consisting of parts of two or more townships or parts of a township and any town or incorporated village, may be formed and altered by the Reeves and Local Superintendent or Superintendents of the townships out of parts of which such sections are proposed to be formed,—or in a case of a union section of parts of a township or townships and a town or incorporated

* The general School Law, in its newly consolidated form, has also been inserted in this Number of the *Journal*, and will be found on page 83.

village, by the Reeve and Local Superintendent of the township, and the Board of Common School Trustees of the town or village, at a meeting appointed for that purpose by any two of such Reeves, or by the Board of Common School Trustees of such town or village, of which meeting the other parties authorized to act with them shall be duly notified;

Effect of such Union in Township, Town or Village.

And each union School section, composed of portions of adjoining townships or portions of a township or townships and a town or incorporated village, shall, for the purposes of the election of Trustees under their control be deemed one School section, and shall be considered in respect to superintendence and taxation for the erection of a School house, as belonging to the township, town or village in which the same is situated."

Certain Trustee Contracts unlawful.

6. It shall not be lawful for any Common School Trustee to enter into a contract with the Corporation of which he is a member or have any pecuniary claim on such Corporation, except for a School site, or as Collector of School rates, and then only when he shall be appointed and the warrant to him signed by the other two members of the Corporation, with the seal of the same.

Proceedings of School Corporation not valid unless adopted at regular Trustee-meetings.

7. No Act or proceeding of a School Corporation shall be deemed valid or binding on any party which is not adopted at a regular or special meeting, of which notice shall be given by the Secretary to all the Trustees by notifying them personally or by sending a written notice to their residences, and the proceedings of such Trustee meetings shall be entered in a book of the Corporation kept for that purpose, and signed by the senior or presiding Trustee; *Provided* always, that a majority of the Trustees, at a meeting thus called, shall have full authority to perform any lawful business.

Annual appointment of Auditors of School Section Accounts.

8. In order that there may be accuracy and satisfaction in regard to the School accounts of School sections, the majority of the freeholders and householders present at the annual School meeting shall appoint a fit and proper person to be Auditor of the School accounts of the section for the then current year, and the Trustees shall before the first day of December in each year, appoint another Auditor; and the Auditor thus chosen or either of them shall forthwith appoint a time before the day of the next ensuing annual School meeting for examining the accounts of the School section;

Trustees to submit their School Accounts to the Auditors.

And it shall be the duty of the Trustees or their Secretary-treasurer in their behalf to lay all their accounts before the Auditors or either of them together with the agreements, vouchers, &c., in their possession, and to afford to the Auditors or either of them all the information in their power as to their receipts and expenditures of School moneys in behalf of their School Section;

Powers and duties of School Section Auditors, &c.

And it shall be the duty of the Auditors to examine into and decide upon the accuracy of the accounts of such section and whether the Trustees have truly accounted for and expended for School purposes the moneys received by them, and to submit the said accounts with a full report thereon at the next annual School meeting; and if the Auditors or either of them object to the lawfulness of any expenditures made by the Trustees, they shall submit the matters in difference to such meeting, which may either determine the same or submit them to the Chief Superintendent of Education, whose decision shall be final, and the Auditors shall remain in office until their audit is completed; The Auditors or either of them shall have the same authority to call for persons and papers and require evidence on oath and to enforce their decisions as have Arbitrators appointed under the authority of the eighty-fourth, eighty-fifth and eighty-sixth sections of the said Upper Canada Common School Act; and it shall be their duty or that of either of them to report the result of their examination of the accounts of the year to the annual School meeting next after their appointment, when the Annual Report of the Trustees shall be presented, and the vacancy or vacancies in the Trustee Corporation be filled up, as provided by the law;

Remedy in case the Trustees fail to call the meeting for Auditors.

And if the Trustees omit to call such public meeting by notice issued not later than the twenty-second day of December, the same may be called by any two qualified Electors, and if the Trustees neglect to appoint an Auditor or appoint one who refuses to act, the Local Superintendent shall appoint one for them;

Penalty on Trustees refusing information, &c., to Auditors.

And if the Trustees, or their Secretary in their behalf, refuse to furnish the Auditors or either of them with the papers or information in their power and which may be required of them relative to their School accounts, the party refusing shall be guilty of a misdemeanor, and upon prosecution by either of the Auditors or any rate-payer, be punished by fine or imprisonment as provided by the one hundred and fortieth section of the said Upper Canada Common School Act;

Accounts of 1860 to be audited in this manner.

Provided that the Auditors, appointed for the year one thousand eight hundred and sixty-one, shall also audit the accounts for the year one thousand eight hundred and sixty.

Penalty on Trustees refusing to comply with award of Arbitrators.

9. If the Trustees wilfully refuse or neglect for one month after publication of award, to comply with or give effect to an award of Arbitrators appointed as provided by the eighty-fourth section of the said Upper Canada Common School Act, the Trustees so refusing or neglecting shall be held to be personally responsible for the amount of such award, which may be enforced against them individually by warrant of such Arbitrators within one month after publication of their award; and no want of form shall invalidate the award or proceedings of Arbitrators under the School Acts.

School Trustees may dispose of School sites not required.

10. It shall be lawful for any School Trustee Corporation to dispose by sale or otherwise of any School site or School property not required by them in consequence of a change of School site, and to convey the same under their corporate seal and to apply the proceeds thereof for their lawful School purposes; And all sites and other property given or acquired, or which may be given or acquired for Common School purposes, shall vest absolutely in the Trustee Corporation for this purpose; and in like manner, and for like purpose.

United Board of Grammar and Common School Trustees to have the same power to sell school property.

It shall be lawful for any United Board of Grammar and Common School Trustees to dispose by sale or otherwise of any School site or School property, belonging to the United Board, or to the Grammar School or Common School Trustees respectively.

Who shall be disqualified to act as School Trustee.—Absence.

11. No person shall be eligible to be elected or to serve as School Trustee who is not a resident assessed freeholder or householder in the School section for which he is elected;—nor shall any Teacher, or Local Superintendent, hold the office of Trustee; and a continuous non-residence of six months from his School section by any Trustee shall cause the vacation of his office.

Agreement with Teachers must be in writing and under seal.

12. All agreements between Trustees and Teachers to be valid and binding shall be in writing, signed by the parties thereto, and sealed with the corporate seal, and may lawfully include any stipulation to provide the Teacher with board and lodging.

Local Superintendent to decide complaints about School Elections.

13. It shall be the duty of a Local Superintendent of Schools to receive, investigate and decide upon any complaints which may be made in regard to the election of School Trustees or in regard to any proceedings at School meetings; *Provided* always,

that no complaint, in regard to any election or proceeding at a school meeting, shall be entertained unless made in writing within twenty days after the holding of such election or meeting.

Chief Superintendent to decide all complaints, appeals and other questions not otherwise provided for.

14. The Chief Superintendent shall have authority to decide upon all disputes and complaints laid before him, the settlement of which is not otherwise provided for by law, and upon all appeals made to him from the decision of any Local Superintendent or other School officer.

Special allowance to Local Superintendents and Arbitrators.

15. Arbitrators appointed under the authority of the School Acts and Local Superintendents engaged in investigating and deciding upon School complaints and disputes, shall be entitled to the same remuneration *per diem* for the time thus employed as are members of the Municipal Council of their County for their attendance at Council meetings;

Proviso: who shall pay Arbitrators' Expenses.

Provided always, that the parties concerned in such disputes shall pay all the expenses incurred in them, according to the award or decision of the Arbitrators and Local Superintendents respectively.

Meetings of and allowance to Members of County Board of Public Instruction,—provision for Expenses.

16. Each County or Circuit Board of Public Instruction shall meet half yearly, and each of its members shall be entitled to the same recompense for his time and expenses as are members of the County Corporation for their attendance at County Council meetings; and the incidental expenses, attending the meeting of such County or Circuit Board, shall include the recompense to its members, the stationery, room, fuel, light, printing of notice, examination papers and certificates, and such remuneration to the Secretary of such Board as the Board may deem just and expedient.

Every Saturday to be a holiday.

17. Every Saturday shall be a holiday in all the Public Schools.

School Trustees must make declaration of office, or be fined.

18. Every person elected as Trustee, and who is eligible and liable to serve as such, shall make the following declaration of office before the Chairman of the School meeting:

"I will truly and faithfully, to the best of my judgment and "ability, discharge the duties of the office of School Trustee to "which I have been elected."

Fine for default, or in case of neglect.

And if any person elected as Trustee shall not make such a declaration within two weeks after notice of his election, his neglect to do so shall be sufficient evidence of his refusing to serve and of his liability to pay the fine as provided for in the twenty-third section of the said Upper Canada Common School Act.

Fine on Chairman of School meeting for not transmitting proceedings to Local Superintendent.

19. Any Chairman who neglects to transmit to the Local Superintendent, a copy of the proceedings of an annual or other School section meeting over which he may preside, within ten days after the holding of such meeting, shall be liable, on the complaint of any rate-payer, to a fine of not more than five dollars, to be recovered as provided in the one hundred and fortieth section of the Upper Canada Common School Act aforesaid.

Trustees not liable for acting under a Municipal By-law, &c.

20. Trustees shall not be liable to any prosecution or the payment of any damages for acting under any By-law of a Municipal Council before it has been quashed.

Powers and liabilities of Collectors of School rates.

21. Collectors of School rates shall have the same powers, and be under the same liability and obligations in their respective School municipalities, as Township Collectors have and are liable to in their respective municipalities, and shall give such security as may be satisfactory to the Trustees.

Local Superintendent may suspend a Teacher's Provincial Certificate.

22. A Local Superintendent shall have the same authority to suspend for the time being a Provincial Certificate of Teacher's qualifications, and report the same forthwith to the Chief Superintendent, as he has to suspend a County Certificate, notifying in writing to the Teacher, whose certificate is suspended, the reasons of it; and the Chief Superintendent shall finally decide upon the case.

Chief Superintendent may refer certain questions to Superior Courts.

23. It shall be competent for the Chief Superintendent of Education, should he deem it expedient, to submit a case on any question arising under the Grammar or Common School Acts, to any Judge of either of the Superior Courts for his opinion and decision, or, with the consent of such Judge, to either of the Superior Courts for their opinion and decision.

Enactments inconsistent with this Act repealed.

24. So much of the said Upper Canada Common School Act as is inconsistent with the provisions of this Act, is hereby repealed;

Section 95 of the Consolidated School Act, amended.

And in the second line of the ninety-fifth section of the said Upper Canada Common School Act, the phrase "The County Council shall divide" shall read, "The County Council shall have authority to divide," &c.

THE CONSOLIDATED COMMON SCHOOL ACT FOR UPPER CANADA.—22 Vic. cap. 64.

Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

EXISTING ORGANIZATION CONTINUED.

1. All common school sections or other common school divisions, together with all elections and appointments to office, all agreements, contracts, assessments, and rate-bills, heretofore duly made in relation to common schools, and existing when this Act comes into force, shall continue subject to the provisions of this Act.

2. The term for which each school trustee who holds office at the time this Act takes effect, shall continue as if such term had commenced by virtue of an election under this Act; and on the second Wednesday in January next after this Act takes effect, the trustee or trustees whose term of office then expires, shall retire from office, but may, with his or their own consent, be re-elected under the provisions of this Act.

Annual Election on the Second Wednesday in January.

3. The annual meetings for the election of school trustees, as hereinafter provided, shall be held in all the cities, towns, townships, and villages of Upper Canada, on the *second Wednesday in January*, in each year, commencing at the hour of *ten* of the clock in the forenoon.*

Trustees' term of office.

4. For each township school section there shall be three trustees, each of whom, after the first election of trustees, shall hold office for *three* years, and until his successor has been elected.

5. Any trustee elected to fill an occasional vacancy shall hold office only for the unexpired term of the person in whose place he has been elected.

Trustees not to hold certain offices.

6. And no trustee of a school section shall hold the office of local superintendent or of a teacher, within the section of which he is a trustee.†

Proceedings on the formation of a new section.

7. Whenever a school section is formed in any township, as provided in the *thirty-ninth* section of this Act, the Clerk of the

* See Section 4 of the New School Act.

† See Section 11 of the New School Act.

Township shall give notice to the person appointed, to call the *first* school meeting for the election of trustees, of the description and number of such school section.

A meeting in new section to be called within 20 days.

8. The person so appointed shall, within *twenty* days after receiving such notice, prepare a notice in writing, describing such section, and appointing a time and place for the *first* school section meeting, and shall cause copies of such notice to be posted in at least *three* public places in the school section, at least *six* days before the time of holding the meeting.

Chairman and Secretary to be appointed at meeting.

9. The freeholders and householders of such school section then present, shall elect one of their own number to preside over the proceedings of such meeting, and shall also appoint a secretary, who shall record all the proceedings of the meeting.

Duties of chairman—his casting vote.

10. The chairman of such meeting shall decide all questions of order, subject to an appeal to the meeting, and in case of an equality of votes, shall give the casting vote, but he shall have no vote except as chairman.

Mode of recording votes at school meetings.

11. The chairman shall take the votes in the manner desired by a majority of the electors present, but he shall at the request of any *two* electors, grant a poll for recording the names of the voters by the secretary.

Three trustees to be elected at a first school meeting.

12. At such first school section meeting, the electors present shall by a majority of votes elect from the freeholders or householders in such section, three trustees.

First trustees' term of office.

13. The trustees so elected shall respectively continue in office, as follows:

(1.) The *first* person elected shall continue in office for *two* years, to be reckoned from the annual school meeting next after his election, and thence until his successor has been elected;

(2.) The *second* person elected shall continue in office *one* year, to be reckoned from the same period, and until his successor has been elected:

(3.) The *third* or last person elected shall continue in office until the next ensuing annual school meeting in such section and until his successor has been elected.

Copy of proceedings to be sent to Superintendent.

14. A correct copy of the proceedings of such first and of every annual and of every special school section meeting, signed by the chairman and secretary, shall be forthwith transmitted by the secretary to the local superintendent of schools.*

A school trustee to be annually elected in each section.

15. A trustee shall be elected to office at each ensuing annual school meeting, in place of the one whose term of office is about to expire: and the same individual, if willing, may be re-elected; but no school trustee shall be re-elected, except by his own consent, during the four years next after his going out of office.

Mode of proceeding at annual meeting.

16. At every annual school section meeting in any township, as authorized and required to be held by the *third* section of this act, the freeholders and householders of such section present at such meeting, or a majority of them—

Appointment of chairman and secretary.

(1.) Shall elect a chairman and secretary, who shall perform the duties required of the chairman and secretary, by the *tenth* and *eleventh* sections of this Act.;

Trustees' financial report to be submitted.

(2.) Shall receive and decide upon the report of the trustees, as required by the twenty-first clause of the *twenty-seventh* section of this Act.†

Election of School Trustees.

(3.) Shall elect a trustee or trustees, to fill up the vacancy or vacancies in the trustee corporation;* and

To decide on manner of supporting the school.

(4.) Shall decide upon the manner in which the salaries of the teacher or teachers, and all other expenses connected with the operation of the school or schools, shall be provided for.

[Sections 17 and 18 have been superseded by Section 3 of the new Act.]

Separate school supporters not to vote at Common School meetings.

19. No person subscribing towards the support of a separate school established under the act respecting separate schools and belonging to the religious persuasion thereof, and sending a child or children thereto, shall be allowed to vote at the election of any trustee for a common school in the city, town, village, or township in which such separate school is established.

Place of annual school meeting to be appointed by the trustees.

20. The trustees of each school section shall appoint the place of each annual school meeting of the freeholders and householders of the section, or of a special meeting for the filling up of any vacancy in the trustee corporation occasioned by death, removal,† or other cause, or of a special meeting for the selection of a new school site; and shall cause notices of the time and place to be posted in *three* or more public places of such section, at least *six* days before the time of holding such meeting, and shall specify in such notices the object of such meeting. They may also call and give like notices of any special meeting, for any other school purpose, which they think proper; and each such meeting shall be organized, and its proceedings recorded, in the same manner as in the case of a first school meeting.

Penalty on Trustees for not calling certain school meetings.

21. In case any annual or other school section meeting has not been held for want of the proper notice, each trustee or other person whose duty it was to give such notice, shall forfeit the sum of *five* dollars, to be sued for and recovered before a Justice of the Peace, by any resident inhabitant in the section for the use thereof.

Meetings to be called in default of first or annual meetings.

22. In case, from the want of proper notice, any first or annual school section meeting, required to be held for the election of trustees was not held at the proper period, any *two* freeholders or householders in such section may, within twenty days after the time at which such meeting should have been held, call a meeting, by giving *six* days' notice, to be posted in at least *three* public places in such school section; and the meeting thus called shall possess all the powers and perform all the duties of the meeting in the place of which it is called.

Penalty for refusing to serve as trustee

23. If any person chosen as trustee refuses to serve, he shall forfeit the sum of *five* dollars; and every person so chosen who has not refused to accept the office, and who at any time refuses or neglects to perform its duties, shall forfeit the sum of *twenty* dollars, to be sued for and recovered before a Justice of the Peace, by the trustees of the school section for its use.‡

Trustee may resign.

24. Any person chosen as trustee may resign with the consent, expressed in writing, of his colleagues in office and of the local superintendent.

Mode of proceeding in contested elections in school sections.

25. Each Local Superintendent of Schools—

(1.) Shall, within *twenty* days after any meeting for the election of common school section trustees within the limits of his charge, receive and investigate any complaint respecting the mode of conducting the election,§ and according to the best of

* See section 19 of the new School Act.
† See section 8 of the new School Act.

* See Section 11 of the new School Act.
† See Section 11 of the new School Act.
‡ See Section 18 of the new School Act.
§ See Section 18 of the new School Act.

his judgment confirm it or set it aside, and appoint the time and place for a new election; and may—

(2.) In his discretion, at any time for any lawful purpose, appoint the time and place for a special school section meeting.

Trustees to be a School Corporation.

26. The trustees in each school section shall be a corporation, under the name of "*The Trustees of School Section No.* ——, *in the Township of* ——, *in the County of* ——:" And no such corporation shall cease by reason of the want of trustees; but in case of such want, any *two* freeholders or householders of the section may, by giving *six* days' notice, to be posted in at least three public places in the section, call a meeting of the freeholders or householders, who shall proceed to elect *three* trustees, in the manner prescribed in the *ninth*, *tenth*, *eleventh*, *twelfth*, and *thirteenth* sections of this Act, and the trustees thus elected shall hold and retire from office in the manner prescribed for trustees.

Appointment and duties of Secretary-Treasurer.

27. It shall be the duty of the trustees of each school section, and they are hereby empowered:

1. To appoint one of themselves, or some other person, to be secretary-treasurer to the corporation, who shall give such security as may be required by a majority of the trustees;*

a. For the correct and safe keeping and forthcoming (when called for) of the papers and moneys belonging to the corporation;

b. And for the correct keeping of a record of all their proceedings, in a book procured for that purpose;†

c. And for the receiving and accounting for all school moneys collected by rate-bill, subscription, or otherwise, from the inhabitants of such school section;

d. And for the disbursing of such moneys in the manner directed by the majority of the trustees;

Appointment and duty of school Collectors.

(2.) To appoint if they think it expedient, one of themselves or some other person a collector‡ (who may also be secretary-treasurer), to collect the rates imposed by them upon the inhabitants of their school section, or the sums which the said inhabitants have subscribed; and may pay such collector, at the rate of not less than *five* nor more than *ten* per cent. on the moneys collected by him; and every such collector shall give security satisfactory to the trustees,§ and shall have the same powers by virtue of a warrant, signed by a majority of the trustees, in collecting the school-rate or subscription, and shall proceed in the same manner as ordinary collectors of county and township rates and assessments;

Trustees to acquire and hold school property.

(3.) To take possession and have the custody and safe keeping of all common school property which has been acquired or given for common school purposes in such section, and to acquire and hold as a Corporation, by any title whatsoever, any land, movable property, moneys or income for common school purposes, and to apply the same according to the terms on which the same were acquired or received;‖

Building or otherwise providing school premises.

(4.) To do whatever they may judge expedient with regard to the building, repairing, renting, warming, furnishing and keeping in order the section school house, and its furniture and appendages, and the school lands and enclosures held by them; and for procuring apparatus and text books for their school;

(5.) And when there is no suitable school house belonging to such section, or when a *second* school house is required, then to rent, repair, furnish, warm and keep in order a house, and its appendages, to be used as a school house;

May establish a second or female school.

(6.) To establish, if they deem it expedient, with the consent of the local superintendent of schools, both a female and male school in the section, each of which schools shall be subject to the same regulations and obligations as common schools generally;

May unite with grammar school.

(7.) To take such steps as they may judge expedient to unite their school with any public grammar school, which may be within or adjacent to the limits of their section;*

Employ teachers. Certain agreements therewith invalid.

(8.) To contract with and employ teachers for such school section, and determine the amount of their salaries; but no agreement between trustees and a teacher in any school section, made between the first of *October* in any year and the second Wednesday in *January* then next, shall be valid or binding on either party after the last mentioned day, unless such agreement has been signed by the *two* trustees of such school section whose period of office extends to one year beyond such second Wednesday;†

Give orders to qualified teachers for school fund.

9. To give the teachers employed by them the necessary orders upon the local superintendent for the school fund apportioned and payable to their school section; but they shall not give such order in behalf of any teacher who does not, at the time of giving such order, hold a legal certificate of qualification;

Provide for salaries and expenses as authorized by school electors.

(10.) To provide for the salaries of teachers and all other expenses of the school, in such manner as may be desired by a majority of the freeholders and householders of such section, at the annual school meeting, or at a special meeting called for that purpose, and to employ all lawful means to collect the sums required for such salaries and other expenses;

Deficiencies to be made up by rate on property.

And should the sums thus provided be insufficient to defray all the expenses of such school, the trustees may assess and cause to be collected an additional rate, in order to pay the balance of the teacher's salary and other expenses of such school;

Make out rate-bill and collector's warrant.

(11.) To make out a list of the names of all persons rated by them for the school purposes of such section, and the amount payable by each, and to annex to such list a warrant directed to the school collector of the section, for the collection of the several sums mentioned in such list; and any school-rate imposed by trustees, according to this Act, may be made payable monthly, quarterly, half-yearly or yearly, as they may think expedient;

Apply to municipality or may levy rate themselves.

(12.) To apply to the township council at or before its meeting in August, or to employ their own lawful authority, as they may judge expedient, for the levying and collecting by rate, according to the valuation of taxable property as expressed in the assessor's or collector's roll, all sums for the support of their school, for the purchase of school sites and the erection of school houses, and for any other school purpose authorized by this Act to be collected from the freeholders and householders of such section;

Township roll to be furnished to the Trustees.

and the township clerk or other officer having possession of such roll is hereby required to allow any one of the trustees or their authorized collector, to make a copy of such roll, as far as it relates to their school section;

Trustees may Exempt indigent persons.

(13.) In their discretion to exempt from the payment of school-rates, wholly or in part, any indigent persons, and to charge the amount of such exemption upon the other ratable inhabitants of the school section, but the same shall not be deducted from the salary of a teacher;

* See Section 137 of this Act.
† See Section 7 of the new School Act.
‡ See section 6 of the new School Act.
§ See section 21 of the new School Act.
‖ See section 10 of the new School Act.

* See section 10 of the new School Act.
† See section 12 of the new School Act.

Sue non-residents defaulting.

(14.) To sue for and recover by their name of office, the amounts of school-rates or subscriptions due from persons residing without the limits of their school section, who make default in payment.

Make return of uncollected rates to Township Clerk.

(15.) To make a return to the Clerk of the Municipality of the amount of any rate imposed by them for school purposes whenever so imposed, and also, before the end of the then current year, to make a return of the rates on the property of non-residents of their section, (as provided in the *one hundred and twenty-seventh* section of this Act) and which they have been unable to collect.

Admit to school, residents between ages of 5 and 21.

(16.) To permit all residents in such section between the ages of five and twenty-one years, to attend the school, so long as they conduct themselves in conformity with the rules of such school, and the fees or rates required to be paid on their behalf are fully discharged, but such permission shall not extend to the children for persons in whose behalf a separate school has been established, according to the Act respecting the establishment of separate schools.

Visit Schools—and for what.

(17.) To visit from time to time, each school under their charge and see that it is conducted according to the authorized regulations, and that each such school is, at all times, duly provided with a Register and Visitors' Book, in the form prepared according to law.

Proper text-books to be used in Schools.

(18.) To see that no unauthorized books are used in the school, and that the pupils are duly supplied with an uniform series of authorized text books, sanctioned and recommended by the Council of Public Instruction, and to procure annually, for the benefit of their school section, some periodical devoted to education.

Establish School Section Library.

(19.) To appoint a Librarian, and to take such steps authorized by law as they may judge expedient, for the establishment, safe-keeping, and proper management of a school library in their section, whenever provision has been made and carried into effect for the establishment of school libraries.

Personal responsibility in case of neglect to exercise corporate powers.

(20.) To exercise all the corporate powers vested in them by this Act, for the fulfilment of any contract or agreement made by them; and in case they or any of them wilfully neglect or refuse to exercise such powers, the trustee or trustees so neglecting or refusing shall be personally responsible for the fulfilment of such contract or agreement.

Prepare and read report at annual meeting.

(21.) To cause to be prepared and read at the annual meeting of their section, their annual school report for the year then terminating, which report shall include, among other things, a full and detailed account of the receipt and expenditure of all school money received and expended in behalf of such section, for any purpose whatever, during such year, and in case of dispute the matter shall be referred to arbitration in the manner provided in the *twenty-ninth* section of this Act.

Make half-yearly report to Local Superintendent.

(22.) To transmit to the local superintendent, on or before the *thirtieth day of June*, and the *thirty-first day of December* in each year, a correct return of the average attendance of pupils in each of the schools under their charge during the six months then immediately preceding.

Penalty for neglect to do so.

And in case such trustees neglect to transmit a verified statement of such average attendance, then such school section shall not be entitled to the apportionment from the school fund for the said *six* months.

Make yearly report to Local Superintendent.

(23.) To ascertain the number of children between the ages of five and sixteen years residing in their section on the *thirty-first day of December* in each year; and to prepare and transmit annually, on or before the *fifteenth day of January*, a report to the local superintendent, signed by a majority of the trustees, and made according to a form provided by the Chief Superintendent of Education, and shall specify therein:

(1.) The whole time the school in their section was kept by a qualified teacher during the year ending the thirty-first day of the previous *December*

(2.) The amount of moneys received for the school fund, from local rates or contributions, and from other sources, distinguishing the same; and the manner in which all such moneys were expended.

(3.) The whole number of children residing in the school section, over the age of *five* years, and under the age of *sixteen*; the number of children and young persons taught in the school in winter and summer, distinguishing the sexes, and those who were over and under *sixteen* years of age; and the average attendance of pupils in both winter and summer; but the trustees of the common school sections within the limits of which one or more separate school sections are established as hereinafter provided, shall not in their return of children of school age residing in their school sections, include the children attending such separate school or schools.

(4.) The branches of education taught in the school; the numbers of pupils in each branch; the text-books used; the numbers of public school examinations, visits and lectures and by whom made or delivered, and such other information respecting the school premises and library as may be required.

Penalty for delaying Yearly Report.

28. In case the trustees of any school section neglect to prepare and forward the aforesaid annual report to their Local Superintendent by the thirty-first day of January in each year, each of them shall, for each week after such thirty-first day of January, and until such report has been prepared and presented, forfeit the sum of *five dollars*, to be sued for by such Local Superintendent, and collected and applied in the manner provided by the *twenty-first* section of this Act.

[Section 29 superseded by section 8 of the new School Act.]

New School Sites to be authorized by Special Meeting.

30. No steps shall be taken by the trustees of any school section for procuring a school site* on which to erect a new school house, or for changing the site of an established school house, without calling a special meeting of the freeholders and householders of their section to consider the matter.

Difference between trustees and people to be referred to arbitration.

And in case of a difference as to the site of a school house between the majority of the trustees and a majority of the freeholders and householders at such special meeting, each party shall choose an arbitrator, and the local superintendent, or in case of his inability to attend, any person appointed by him to act on his behalf, shall be a third arbitrator, and such *three* arbitrators, or a majority of them, shall finally decide the matter.†

Trustees personally responsible for moneys lost.

31. The trustees of each school section shall be personally responsible for the amount of any school moneys forfeited by or lost to such school section in consequence of their neglect of duty during their continuance in office; and the amount thus forfeited or lost shall be collected and applied in the manner provided by the *twenty-first* section of this Act.

All the Sections of a Township may be united and a Township Board elected.

32. In case a majority of the resident freeholders and householders of each section at a public meeting for that purpose separately called by the trustees of each such section, express a desire that local school sections should be abolished, and that

* See Section 6 of the new School Act.
† See Section 15 of the new school Act.

all their schools should be conducted under one system and one management, like the schools in cities and towns, the Municipal Council of such township shall comply with the request so expressed, by passing a by-law to give effect thereto; in which event all the common schools of such township shall be managed by one board of *five* trustees, one of which trustees shall be chosen in and for each ward, if the township be divided into wards, and if not so divided, then the whole number of such trustees shall be chosen in and for the whole township, and the election of such trustees shall be held at the time and in manner prescribed in the *third, seventh, eighth and twenty-second* sections of this Act; and such trustees shall be a corporation under the name of "*The Board of School Trustees of the township of , in the County of* , and shall be invested with the same powers and be subject to the same obligations as trustees in cities and towns, by the *seventy-ninth* section of this Act.

DUTIES OF TOWNSHIP COUNCILS.

Assessors to value lands situated in each Section.

33. Whenever the lands or property of any individual or company are situated within the limits of *two* or more school sections, each Assessor appointed by any municipality, shall assess and return on his roll, separately, the parts of such lands or property within the limits of which sections, according to the divisions of the school, such lands or property may be situate; but every undivided occupied lot or part of a lot, shall only be liable to be assessed for school purposes in the school section where the occupant resides.

Council to impose certain School assessments at the request of the Board of Trustees.

34. For the purchase of a school site, the erection, repair, rent and furniture of a school house, the purchase of apparatus and text-books for the school, books for the library, and salary of the teacher, each township council shall levy, by assessment upon the taxable property in any school section, such sum as may be required by the trustees of such school section in accordance with the desire of the majority of the freeholders and householders expressed at a public meeting called for that purpose, as authorized by the tenth clause of the *twenty-seventh* section of this Act.

Council may authorize trustees to borrow money for special purposes.—And provide for re-payment.

35. Each township council may grant to the trustees of any school section, on their application, authority to borrow any sums of money necessary for the purposes above mentioned, in respect to school sites, school houses and their appendages, or for the purchase or erection of a teacher's residence, and in that event, shall cause to be levied in each year upon the taxable property in the section, a sufficient sum for the payment of the interest on the sum so borrowed, and a sum sufficient to pay off the principal within *ten* years.

Council not to levy more than one rate except in certain cases.

36. No township council shall levy and collect in any school section during any one year, more than one school section rate, except for the purchase of a school site or the erection of a school house; and no such council shall give effect to any application of trustees for the levying or collecting of rates for school purposes, unless the trustees of the school section make the application to such council at or before its meeting in *August* of the year in which such application is made.

Council may establish Libraries.

37. Each township council may levy such sums as it judges expedient for purchasing books for a township library, under such regulations as may be provided in that behalf, and for procuring the site and for the erection and support of a township model school:

Council to be trustees of model school.

And in such event the members of such township council shall be the trustees of such model school, and shall possess the powers of common school trustees in respect to all matters affecting such model school.

Common schools may be united with township model school.

38. The trustees of any one or more common schools may at their discretion, and with the consent of such council, merge their schools into such model school; and tuition to student teachers in such model school shall be free.

Council to form new school sections.

39. Each township council shall form portions of the township where no schools have been established, into school sections; and shall appoint a person in each new school section to call the first school section meeting; and shall cause such person to be notified in the manner prescribed in the *seventh* section of this Act*.

Alteration of existing sections; notice to be given.

40. In case it clearly appears that all parties to be affected by a proposed alteration in the boundaries of a school section have been duly notified of the intended step or application, the township council may alter such boundaries;

Alteration to take effect 25th December.

But no such alteration in the boundaries of a school section shall take effect before the *twenty-fifth* day of *December* next after the alteration has been made.

Union of existing sections; meetings to be called.

41. In case at a public meeting of each of two or more sections called by the trustees for that purpose, a majority of the freeholders and householders of each of the sections to be affected, request to be united, then the council shall unite such school sections into one.

First election in such united sections.

42. The first election in such united section shall be appointed and held in the same manner as is provided for in the *seventh* to the *twelfth* sections of this Act, in respect to a new school section.

Share of school fund not affected.

43. The several parts of any altered or united school sections shall have respectively the same right to a share of the common school fund for the year of the alteration or union, as if they had not been altered or united.

Disposal of school property when not wanted.

44. In case a school site, or school house, or other school property be no longer required in consequence of the alteration or the union of school sections, the same shall be disposed of by sale or otherwise, in such manner as a majority of the freeholders and householders in the altered or united school sections decide at a public meeting called for that purpose.

Separated part to share in proceeds.

And the inhabitants transferred from one school section to another, shall be entitled, for the common school purposes of the section to which they are attached, to such a proportion of the proceeds of the sale of such school house or other common school property, as the assessed value of their property bears to that of the other inhabitants of the school section from which they have been so separated; and the residue of such proceeds shall be applied to the erection of a new school house, or to other common school purposes of such altered or united sections.

[Sections 45 and 46 have been superseded by the 5th section of the new School Act.]

Union Section may be dissolved by either Township Council.

47. Each township council may, under the restrictions imposed by law in regard to the alteration of school sections, separate such part of any union school section as is situated within the limits of its jurisdiction, from the union of sections, and may form the part so separated into a distinct school section, or attach it to one or more existing school sections or parts of sections within its jurisdiction, as such council judge expedient.

Township Clerk to furnish information to Local Superintendent.

48. Each township council shall cause the clerk of the township to furnish the local superintendent of schools with a

* See section 20 of the new School Act.

copy of all the proceedings of the council relating to the formation or alteration of school sections, all school assessments, and other educational matters.

Township Clerk to prepare Maps of School Sections.

49. The township clerk shall prepare in duplicate, a map of the township, shewing the divisions of the township into school sections and parts of union school sections, and shall furnish one copy of such map to the county clerk, for the use of the county council, and he shall retain the other in the township clerk's office, for the use of the township corporation.

DUTIES OF COUNTY MUNICIPAL COUNCILS.

To raise equivalent to Legislative School Grant.

50. Each county council shall cause to be levied yearly upon the several townships of the county, such sums of money, for the payment of the salaries of legally qualified common school Teachers, as at least equal (clear of all charges of collection) the amount of school money apportioned by the Chief Superintendent of Education to the several townships thereof for the year, and notified by him to such council through the county clerk;

Such equivalent may be increased for poor schools, &c.

And the sums so levied may be increased at the discretion of the council, either in aid of the county school fund, or on the recommendation of one or more local superintendents, to give special or additional aid to new or needy school sections.

Such county-rate to be collected by 14th December.

51. The sum annually required to be levied in each county, for the salaries of legally qualified teachers, shall be collected and paid into the hands of the county treasurer, on or before the *Fourteenth day of December* in each year;

Teachers not to be refused payment.

But notwithstanding the non-payment of any part thereof to such treasurer in due time, no teacher shall be refused the payment of the sum to which he may be entitled from such year's county school fund, but the county treasurer shall pay the local superintendent's lawful order in behalf of such teacher, in anticipation of the payment of the county school assessment; and the county council shall make the necessary provision to enable the county treasurer to pay the amount of such order.

Council may establish County Library.

52. Each county council shall raise by assessment such sums of money as it may judge expedient, for the establishment and maintenance of a county common school library.

County to appoint Local Superintendents.

53. Each county council shall appoint annually a local superintendent of schools for the whole county, or for any one or more townships in the county, as it may judge expedient; and shall fix (within the limits prescribed by the *eighty-eighth* section of this Act) and provide for the salary of such local superintendent.*

54. No local superintendent shall have the oversight of more than one hundred schools.

Clerk to report appointments and proceedings to Chief Superintendent.

55. The county clerk shall forthwith notify the Chief Superintendent of Education of the appointment and address of each such local superintendent, and of the county treasurer; and shall likewise furnish him with a copy of all proceedings of the council relating to school assessments and other educational matters.

To obtain security from all persons entrusted with school moneys.

56. Each county council shall see that sufficient security is given by all officers of the council to whom school moneys are to be entrusted, and shall also see that no deduction is made from the school fund by the county treasurer or sub-treasurer for the receipt and payment of school moneys.

School Sub-treasurers for townships may be appointed.

57. If deemed expedient, the county council shall appoint one or more sub-treasurers of school moneys for one or more townships of the county; in which event each such sub-treasurer shall be subject to the same responsibilities and obligations in respect to the accounting for school moneys and the payment of lawful orders for such moneys given by any local superintendent within the parts of the county for which he is appointed sub-treasurer, as are imposed by this Act upon each county treasurer in respect to the paying and accounting for school moneys.*

Auditors of School Moneys to be appointed.

58. Each county council shall annually, or oftener, appoint auditors, who shall audit the accounts of the county treasurer and other officers to whom school moneys have been entrusted, and who shall report to such council.

Clerk to transmit audited accounts to the Chief Superintendent.

59. The county clerk shall transmit to the Chief Superintendent of Education, on or before the first day of March in each year, a certified copy of the abstract of the report of the auditors, and shall also give any explanation relating thereto, as far as he is able, which may be required by the Chief Superintendent.

[NOTE.—Sections 60 to 79 inclusive, refer to cities, towns, and incorporated villages, for which a separate manual has been prepared and sent out to each Board of Trustees, &c.]

COMMON SCHOOL TEACHERS AND THEIR DUTIES.

80. No [male or female] teacher shall be deemed a qualified teacher who does not at the time of engaging with the trustees, and applying for payment from the school fund, hold a certificate of qualification, as in this Act provided.

Teacher not to hold certain offices.

81. No teacher shall hold the office of school trustee or of local superintendent.†

Duties of Common School Teachers.

82. It shall be the duty of every teacher of a common school:—

To teach according to law and regulations.

(1) To teach diligently and faithfully all the branches required to be taught in the school according to the terms of his engagement with the trustees, and according to the provisions of this Act.

To keep the Register of the School.

(2) To keep the daily, weekly, and monthly or quarterly registers of the school.‡

To maintain proper order and discipline.

(3) To maintain proper order and discipline in his school according to the authorized forms and regulations.

To keep Visitors' Book.

(4) To keep a visitors' book (which the trustees shall provide) and enter therein the visits made to his school, and to present such book to each visitor, and request him to make therein any remarks suggested by his visit.

To give access to Register and Visitors' Book.

(5) At all times, when desired by them, to give the trustees and visitors access to the registers and visitors' book appertaining to the school, and upon his leaving the school to deliver up the same to the order of the trustees.§

To hold Public Quarterly Examinations.

(6) To have at the end of each quarter a public examination

* See Section 89 of this Act

* See Section 137 of this Act.
† See section 11 of the new School Act.
‡ See section 138 of this Act.
§ See section 1 of the new School Act.

of his school, of which he shall give due notice to the trustees of the school, to any school visitors who reside in or adjacent to such school section, and through the pupils to their parents and guardians.

To furnish information to the Chief or Local Superintendent.

(7) To furnish to the chief or local superintendent of schools when desired, any information which it may be in his power to give respecting any thing connected with the operations of his school, or in anywise affecting its interests or character.

Protection of Teachers in regard to Salary.

83. Any teacher shall be entitled to be paid at the same rate mentioned in his agreement with the trustees, even after the expiration of the period of his agreement, until the trustees pay him the whole of his salary, as teacher of the school, according to their engagement with him.

Arbitration in case of difference between teacher and trustees.

84. In case of any difference between trustees and a teacher, in regard to his salary, the sum due to him, or any other matter in dispute between them, the same shall be submitted to arbitration, in which case :

(1.) Each party shall choose an arbitrator.*

(2.) In case either party in the first instance neglects or refuses to appoint an arbitrator on his behalf, the party requiring the arbitration may, by a notice in writing to be served upon the party so neglecting or refusing, require the last mentioned party within *three* days, inclusive of the day of the service of such notice, to appoint an arbitrator on his behalf, and such notice shall name the arbitrator of the party requiring the arbitration; and in case the party served with such notice does not within the *three* days mentioned therein, name and appoint an arbitrator, then the party requiring the arbitration may appoint the second arbitrator.

Local Superintendent to be an Arbitrator.

And (3.) The local superintendent, or in case of his inability to attend, any person appointed by him to act on his behalf, shall be a third arbitrator, and such *three* arbitrators, or a majority of them, shall finally decide the matter.†

Powers of Arbitrators to examine.

85. The arbitrators may require the attendance of all or any of the parties interested in the reference, and of their witnesses, with all such books, papers, and writings, as such arbitrators may direct them or either of them to produce, and the arbitrators may administer oaths to such parties and witnesses.

Warrant of Arbitrators—Equivalent to execution of a Division Court.

86. The said arbitrators, or any two of them, may issue their warrant to any person named therein, to enforce the collection of any moneys by them awarded to be paid, and the person named in such warrant shall have the same power and authority to enforce the collection of the moneys mentioned in the said warrant, with all reasonable costs, by seizure and sale of the property of the party or corporation against whom the same has issued, as any bailiff of a Division Court has in enforcing a judgment and execution issued out of such court.

No such dispute to be brought into any Court.

87. No action shall be brought in any Court of Law or Equity, to enforce any claim or demand between trustees and teachers which can be referred to arbitration as aforesaid.

DUTIES OF LOCAL SUPERINTENDENTS OF SCHOOLS.

Term of office of Local Superintendent—Salary.

88. Each local superintendent shall, unless he resigns or is removed from office for neglect of duty, improper conduct, or incompetency, continue in office, until the *first day of April* of the year following that of his appointment, and he shall be entitled annually, to not less than four dollars per school placed under his charge, together with any additional remuneration or allowance which the council appointing him may grant, and the county treasurer shall pay him the same by quarterly instalments.*

Warden may supply vacancies in the office.

89. In the event of any local superintendent resigning his office, the Warden of the county within which such Superintendent held office, may appoint a fit and proper person to the office vacated, until the next ensuing meeting of the county council.

Local Superintendent not to hold certain offices.

90. No local superintendent shall be a teacher or trustee of any common school while he holds the office of superintendent.†

Duties of Local Superintendents.

91. It shall be the duty of each local superintendent, and he is hereby empowered—

To apportion school fund according to average attendance.

(1.) Unless otherwise instructed by the Chief Superintendent of Education—to apportion among the several school sections their respective portions of the common school fund money apportioned to the townships within the limits of his charge, as soon as notified by the county clerk of the amount so apportioned to such townships, and such apportionment among the said school sections shall be according to the rates of the average attendance of pupils at each common school, (the mean attendance of pupils for each half year being taken) as compared with the whole average number of pupils attending the common schools of each such township.

Not to apportion unless trustees make average return.

But he shall apportion no money to any school section whose trustees have neglected to transmit their return of average attendance for the last preceding half year.

Give orders to qualified teachers—and to no others.

(2.) To give to any qualified teacher, (but to no other,) on the order of the trustees of any school section, a cheque upon the county treasurer or sub-treasurer, for any sum of money apportioned and due to such section.

Conditions of giving order to teachers.

But except in the case of a new school section, he shall not give a cheque upon such order, unless a satisfactory annual school report for the year ending the *last day of December* preceding has been received from the trustees; nor unless it appears by such report, that a school has been kept by a qualified teacher in such section, for at least *six* months during the year ending at the date of such report.

Make two visits a year to each school.

(3.) To visit each common school within his jurisdiction, twice in each year, unless oftener required by the county council or the Board which appointed him, or for the adjustment of disputes; and one of such half yearly visits shall be made between the *first of April* and the *first of October*, and the other between the *first of October* and the *first of April*.

Examine the state of the school.

(4.) To examine at each half yearly visit the state and condition of the school, as respects the progress of the pupils in learning, —the order and discipline observed,—the system of instruction pursued,—the mode of keeping the school registers,—the average attendance of pupils,—the character and condition of the buildings and premises,—and to give such advice as he may judge proper.

Deliver annual lecture in each section.

(5.) To deliver in each of his school sections, at least once a year, a public lecture on some subject connected with the objects, principles and means of practical education; and to do all in his power to persuade and animate parents, guardians, trustees and teachers, to improve the character and efficiency of the common schools, and to secure the sound education of the young generally.

* See section 15 of the new School Act.
† See section 9 of the new School Act.

* See section 53 of this Act.
† See section 11 of the new School Act.

See to observance of lawful regulations.

(6.) To see that all the schools are managed and conducted according to law,—to prevent the use of unauthorized, and to recommend the use of authorized books in each school,—and to acquire and give information as to the manner in which such authorized books can be obtained, and the economy and advantage of using them.

Attend certain meetings.

(7.) To attend the meetings of the Board of Public Instruction, and meet and confer with the Chief Superintendent of Education at such time and place as he may appoint when making official visits to the county.

Attend arbitrations; to decide disputes.

(8.) To attend the arbitrations,* and the meetings of Town-Reeves provided for in the *twenty-seventh*, *twenty-ninth* and *forty-fifth* sections of this Act,—to decide upon any questions submitted to him, which arise between interested parties under the operation of this or of any former Act, or if he deems it advisable, to refer any such question to the Chief Superintendent of Education.

Any person may appeal to the Chief Superintendent.

And any aggrieved or dissatisfied party in any case not otherwise provided for, shall have the right of appeal to the Chief Superintendent of Education.†

May suspend teacher's certificate.

(9.) To suspend the certificate of qualification of any teacher, granted by the Board of Public Instruction, for any cause which may appear to him to require it, until the next ensuing meeting of the County Board, of which meeting due notice shall be given to the teacher suspended, and such Board shall dispose of the case as a majority of the members present think proper; and the cancelling or suspension of a teacher's certificate of qualification shall release his school trustees from any obligation to continue him in their employment.‡

May give temporary certificates to teachers.

(10.) To give any candidate, on due examination, according to the programme authorized for the examination of teachers, a certificate of qualification to teach a school within the limits of the charge of the superintendent until (but no longer than) the next ensuing meeting of the Board of Public Instruction of which such local superintendent is a member; but no such certificate shall be given a second time, or be valid if given a second time, to the same person in the same county.

Observing regulations—giving information to Chief Superintendent and County Auditors.

(11.) To act in accordance with the regulations and instructions provided for his guidance, to give any information in his power (when desired) to the Chief Superintendent of Education respecting any common school matter within his jurisdiction; to furnish the county auditors, when required, with the trustees' orders as the authority for his cheques upon the county or sub-treasurer for school moneys.

Hand over papers on retiring from office.

And on retiring from office, to deliver copies of his official correspondence, and all school papers in his custody, to the order of the county council.

Transmit Annual report to Chief Superintendent.

(12.) To prepare and transmit to the Chief Superintendent of Education, on or before the *first day of March*, an annual report, in the form provided by the said Chief Superintendent, and which shall state—

(*a*). The whole number of schools and school sections, or parts of sections in each township within his jurisdiction;

(*b*). The number of pupils taught in each school over the age of *five* and under the age of *sixteen*; the number between the ages of sixteen and twenty-one years; the whole number of children residing in each section, or part of a section, over the age of five and under the age of sixteen years;

(*c*). The length of time a school has been kept by a qualified teacher in each of such sections or parts of sections; the branches taught; the number of pupils in each branch, the books used; and the average attendance of pupils, both male and female, in each half year;

(*d*). The amount of moneys received and collected in each section or part of a section—distinguishing the amount apportioned by the Chief Superintendent of Education, the amount received from county assessment, the amount raised by trustees, and the amount from any other and what sources; also how such moneys have been expended, or whether any part remains unexpended, and from what causes; and the annual salary of teachers, male and female, with and without board;

(*e*). The number of school visits made by himself and others during the year; the number of school lectures delivered; the whole number of school houses, their sizes, description, furniture and appendages, the number rented, the number erected during the year, of what description, and by what means;

(*f*). The number of qualified teachers; their standing, sex, and religious persuasion; the number, so far as he can ascertain, of private schools; the number of pupils, and subjects taught therein; the number of libraries, their extent, and how established and supported; also, any other information which he may possess respecting the educational state, wants and advantages in each township of his charge, and any suggestions which he thinks proper to make with a view to the improvement of schools and the diffusion of useful knowledge.

How union sections shall be paid.

92. The local superintendents of adjoining townships, shall determine the sums to be paid from the common school fund of each township in support of the schools of union school sections consisting of portions of such townships; and shall also determine the manner in which such sums shall be paid: but in the event of one person being local superintendent of the townships concerned, he shall act in behalf of such townships.*

Warden to decide in case of a dispute.

93. In the event of the local superintendents of townships thus concerned not being able to agree as to the sum to be paid to each such township, the matter shall be referred to the Warden of the county for final decision.

DUTIES OF THE COUNTY BOARDS OF PUBLIC INSTRUCTION.

County Boards of Public Instruction constituted.

94. Where there is only one county grammar school in a county, the board of trustees for such school and the local superintendent or superintendents of school in the county, shall constitute a Board of Public Instruction for the county.

Circuit Board may be constituted.

95. Where there is more than one grammar school in a county, the county council shall† divide the county into as many circuits as there are county grammar schools, and for each such circuit the trustees of the county grammar school therein, and the local superintendent or superintendents of schools therein, shall be a Board of Public Instruction for the circuit.

Three members to form a Quorum of Board.

96. At any lawful meeting of the Board of Public Instruction, *three* members, including a local superintendent of schools, shall constitute a *quorum*, for examining and giving certificates of qualification to common school teachers, and five members shall constitute a *quorum* for the transaction of any other business.

County Council to defray expenses.

97. The County Council shall provide for the incidental expenses connected with the meeting and proceedings of each Board of Public Instruction.

Duties of Board.

98. It shall be the duty of each County and Circuit Board of Public Instruction—and each such Board is hereby empowered:

* See section 15 of the new School Act.
† See section 14 of the new School Act.
‡ See section 22 of the new School Act.

* See section 5 of the new School Act.
† See Section 24 of the new School Act.

(1.) To meet not less than *four* times a year,* and to determine the time and places of its own meetings, and the order of its proceedings, and the manner of recording them.

To promote the establishment of Libraries, &c.

(2.) To adopt all lawful means in their power, as they may judge expedient, to advance the interests and usefulness of common schools, to promote the establishment of school libraries, and to diffuse useful knowledge in the county or circuit.

Select text-books for the Schools.

(3.) To select (if deemed expedient) from a list of text-books recommended or authorized by the Council of Public Instruction, such books as they may think best adapted for use in the common schools of the county or circuit, and to ascertain and recommend the best facilities for procuring such books.

Examine and give Certificates to Teachers.

(4.) To examine and give certificates of qualification to teachers of common schools, arranging such teachers into three classes, according to their attainments and abilities, as prescribed in a programme of examination and instructions provided for that purpose, and any such certificate may be general, as regards the county, or limited as to time or place, at the pleasure of the majority of the members of the Board of Public Instruction present at such examination.

Annulling Certificates.

(5.) To annul any such certificate as the Board may judge expedient.

Conditions of Certificate.

99. Every such certificate of qualification shall have the signature of at least one local superintendent of schools;

Teachers to be moral, and to be subjects of Her Majesty.

But no such certificate shall be given to any person as a teacher, who does not furnish satisfactory proof of good moral character, or who, at the time of applying for such certificate, is not a natural born or naturalized subject of Her Majesty, or who does not produce a certificate of having taken the oath of allegiance to Her Majesty, before a Justice of the Peace for the county in which such person resides.

SCHOOL VISITORS AND THEIR DUTIES.

School Visitors defined.

100. All Clergymen recognised by law, of whatever denomination, all Judges, Members of the Legislature, Magistrates, Members of County Councils, and Aldermen, shall be School Visitors in the townships, cities, towns, and villages where they respectively reside; but persons holding the Commissions of the Peace for the county only, shall not be School Visitors within towns and cities; and each Clergyman shall be a School Visitor only in the township, town, or city where he has pastoral charge.

Their authority to visit schools.

101. Each of the School Visitors may visit the Public School in the township, city, town, or village; and may attend the quarterly examination of schools, and, at the time of any such visit, may examine the progress of the pupils, and the state and management of the school, and give such advice to the Teacher and pupils, and any others present, as he thinks advisable, in accordance with the regulations and instructions provided in regard to School Visitors.

General Meeting of Visitors.

102. A general meeting of the Visitors may be held at any time or place appointed by any two Visitors, on sufficient notice being given to the other Visitors in the township, city, town, or village; and the Visitors, thus assembled, may devise such means as they deem expedient for the efficient visitation of the schools, and for promoting the establishment of Libraries and the diffusion of useful knowledge.

DUTIES OF THE CHIEF SUPERINTENDENT OF EDUCATION.

103. The Governor may, from time to time, by Letters Patent under the Great Seal of the Province, appoint a fit and proper person to be Chief Superintendent of Education for Upper Canada, who shall hold office during pleasure, and shall receive a salary of the same amount as the Superintendent of Education in Lower Canada.

[NOTE.—Sections 104 to 106 inclusive, apply only to the Departmental duties of the Chief Superintendent of Education.]

Provincial Certificates to be given to Normal School Students.

107. The Chief Superintendent of Education, on the recommendation of the teachers in the Normal School, may give to any teacher of common schools a certificate of qualification which shall be valid in any part of Upper Canada until revoked; but no such certificate shall be given to any person who has not been a student in the Normal School.*

Uniformity of decisions in Division Courts.

108. It being highly desirable that uniformity of decision should exist in cases within the cognizance of the Division Courts and tried in such courts, in which the superintendents, trustees, teachers, and others acting under the provisions of this Act are parties, the judge of any Division Court wherein any such action may be tried, may, at the request of either party, order the entering of judgment to be delayed for a sufficient time to enable such party to apply to the Chief Superintendent of Education to appeal the case, and after notice of appeal has been served as hereinafter provided, no further proceedings shall be had in such case until the matter of the appeal has been decided by a Superior Court.

Chief Superintendent may appeal from such Court to Superior Courts of Law.

109. The Chief Superintendent may, within one month after the rendering of judgment in any such case, appeal from the decisions of the Division Court Judge to either of the Superior Courts of Law at Toronto, by serving notice in writing of such appeal upon the clerk of the Division Court appealed from, which appeal shall be entitled "The Chief Superintendent of Education for Upper Canada, Appellant, in the matter between (A. B. and C. D.)"

Judge to send papers to Superior Court.

110. The judge whose decision is appealed from shall thereupon certify under his hand, to the Superior Court appealed to, the summons and statement of claim and other proceedings in the case, together with the evidence and his own judgment thereon, and all objections made thereto.

Superior Court to give such order as Law and Equity require.

111. The matter shall be set down for argument at the next term of such Superior Court, and such Court shall give such order or direction to the Court below, touching the judgment to be given in the matter, as law and equity require, and shall also in its discretion award costs against the appellant, which costs shall be certified to and form part of the judgment of the Court below.

Proceedings in Division Court thereon.

112. Upon receipt of such order, direction and certificate, the judge of the Division Court shall forthwith proceed in accordance therewith.

Costs of appeal.

113. All costs awarded against an appellant, and all costs incurred by him, shall be paid by the Chief Superintendent, and charged as contingent expenses of his office.†

DUTIES OF THE COUNCIL OF PUBLIC INSTRUCTION.

Council of Public Instruction to be appointed.

114. The Governor may appoint a Council of Public Instruction for Upper Canada, to consist of not more than *nine* persons (of whom the Chief Superintendent of Education shall be one), to hold office respectively during pleasure, and such council shall, in the exercise of its duties, be subject to all lawful orders and directions from time to time issued by the Governor.

[NOTE.—Sections 115 to 118 inclusive are not inserted.]

* See section 16 of the new School Act.

* See section 23 of the new School Act.

† See section 28 of the new School Act.

Duties of Council.

119. It shall be the duty of such Council and they are hereby empowered—

* * * * * * * * *

To make regulations for common school teachers and libraries.

(4.) To make such regulations from time to time, as it deems expedient, for the organization, government and discipline of common schools, for the classification of schools and teachers, and for school libraries throughout Upper Canada.

To recommend text and library books.

(5.) To examine, and at its discretion, recommend or disapprove of text-books for the use of schools, or books for school libraries.

To make regulations for granting pensions to Superannuated Teachers.

(6.) To prescribe such regulations, with the approbation of the Governor in Council as it, from time to time, deems expedidient, for granting pensions to superannuated or worn out teachers of common schools; but no annual allowance to any superannuated or worn out teacher shall exceed the rate of six dollars for each year that such teacher has taught a common school in Upper Canada; and no teacher shall be entitled to share in the said fund unless he has contributed to such fund the sum of four dollars or more per annum, for the period of his teaching school, or of his receiving aid from such fund, nor unless he furnishes satisfactory proof to the Council of Public Instruction, of inability, from age or loss of health in teaching, to pursue that profession any longer.

(NOTE.—The remainder of this section to section 122 inclusive, not inserted.)

Special provisions.—Grant payable on 1st July in each year.—Common school fund defined.

123. The sum of money apportioned annually by the Chief Superintendent of Education to each county, township, city, town or village, in aid of common schools therein respectively, shall be payable on or before the first day of July, in each year, to the treasurer of each county, city, town and village, in such way as the Governor in Council from time to time directs, and such sum, together with at least an equal sum raised annually by local assessment, shall constitute and be called the common school fund of such county, township, city, town or village; and no part of the salaries of the chief or local superintendents, nor of any other persons except teachers employed, or of any expenses incurred in the execution of this act, shall be paid out of the said common school fund, but such fund shall wholly and without diminution, be expended in the payment of teachers' salaries as herein provided.

Conditions of receiving share of grant.

124. No county, city, town or village shall be entitled to a share of the Legislative School Grant without raising by assessment a sum at least equal (clear of all charges for collection) to the share of the said school grant apportioned to it; and should the municipal corporation of any county, city, town or village, raise in any one year a less sum than that apportioned to it out of the Legislative School Grant, the Chief Superintendent of Education shall deduct a sum equal to the deficiency, from the apportionment to such county, city, town or village in the following year.

How schools may be supported.

125. All the school expenses of each section shall be provided for by any or all of the *three* following methods:

1. Voluntary subscription;
2. Rate-bill for each pupil attending the school: or
3. Rate upon property;

But no rate-bill shall be imposed exceeding twenty-five cents per month for each pupil attending the school.

In case a resident in one section sends his children to another section.

126. Any person residing in one school section, and sending a child or children to the school of a neighbouring school section, shall nevertheless be liable for the payment of all rates assessed for the school purposes of the section in which he resides, as if he sent his child or children to the school of such section; and such child or children shall not be returned as attending any other than the school of the section in which the parents or guardians of such child or children reside;

Exception as to separate schools.

But this clause shall not apply to persons sending children to or supporting separate schools, or prevent any person, who may be taxed for common school purposes on property situate in a different school section from that in which he resides, from sending his children to the school of the section in which such property may be situate, on as favourable terms as if he resided in such section.

Rates on lands of absentees to be returned to Clerk of Municipality.

127. If the collector appointed by the trustees of any school section, be unable to collect that portion of any school rate which has been charged on any parcel of land liable to assessment, by reason of there being no person resident thereon, or no goods and chattels to distrain,* the trustees shall make a return to the clerk of the municipality, before the end of the then current year, of all such parcels of land and the uncollected rates thereon, and the clerk shall make a return to the county treasurer of all such lands and the arrears of school rates thereon, and such arrears shall be collected and accounted for by such treasurer in the same manner as the arrears of other taxes; and the township, village, town or city in which such school section is situate, shall make up the deficiency arising from uncollected rates on lands liable to assessment, out of the general funds of the municipality.

Foreign books not to be used without leave of the Council of Public Instruction.

128. No person shall use any foreign books in the English branches of education, in any Model or Common School, without the express permission of the Council of Public Instruction; and no portion of the Legislative School Grant shall be applied in aid of any Common School in which any book is used that has been disapproved of by the Council of Public Instruction, and public notice given of such disapproval.

Pupils not to be required to observe religious exercises objected to by parents.

129. No person shall require any pupil in any such school to read or study in or from any religious book, or to join in any exercise of devotion or religion objected to by his or her parents or guardians; but within this limitation, pupils shall be allowed to receive such religious instruction as their parents and guardians desire, according to any general regulations provided for the government of Common Schools.

VARIOUS PENAL CLAUSES.

Penalty on Secretary-Treasurer for refusing to account.

130. If any secretary-treasurer appointed by the school trustees of any school section or any person having been such secretary-treasurer, has in his possession any books, papers, chattels, or moneys, which came into his possession, as such secretary-treasurer, and wrongfully withholds or refuses to deliver up, or to account for and pay over the same or any part thereof to the person, and in the manner directed by a majority of the school trustees for the school section then in office, such withholding or refusal shall be a misdemeanor.

Mode of proceeding in the case.

131. Upon application to the Judge of the County Court, by a majority of such trustees, supported by their affidavit made before some justice of the peace, of such wrongful withholding or refusal, such judge shall make an order that such secretary-treasurer or person having been such, do appear before him at a time and place to be appointed in the order.

132. Any bailiff of a division court, upon being required by such judge, shall serve such order personally on the party complained against, or leave the same with a grown-up person at his residence.

* See section 21 of the new School Act.

133. At the time and place so appointed, the judge, being satisfied that such service has been made, shall, in a summary manner, and whether the party complained of does or does not appear, hear the complaint, and if he is of opinion that the complaint is well founded, such judge shall order the party complained of to deliver up, account for and pay over the books, papers, chattels or moneys as aforesaid by a certain day to be named by the judge in the order, together with such reasonable costs incurred in making the application, as the judge may tax.

134. In the event of a non-compliance with the terms specified in such order or any or either of them, the judge shall order the said party to be forthwith arrested by the sheriff of any county in which he may be found, and to be committed to the common gaol of his county, there to remain without bail until such judge be satisfied that such party has delivered up, accounted for or paid over the books, papers, chattels or moneys in question, in the manner directed by the majority of the trustees as aforesaid.

135. Upon proof of his having so done, such judge shall make an order for his discharge, and he shall be discharged accordingly.

136. No such proceeding shall impair or affect any other remedy which the said trustees may have against such secretary-treasurer, or person having been such, or his sureties.

Certain parties personally responsible in case of lost school fund.

137. If any part of the Common School Fund be embezzled or lost, through the dishonesty or faithlessness of any party to whom it has been entrusted, and proper security against such loss has not been taken, the person whose duty it was to have exacted such security shall be *personally responsible* for the sums so embezzled or lost, and the same may be recovered from him by the party entitled to receive the same, by action at law in any Court having jurisdiction to the amount, or by information at the suit of the Crown.

Penalty for false reports and registers.

138. If any Trustee of a Common School knowingly signs a false report, or if any Teacher of a Common School keeps a false School register, or makes a false return, with the view of obtaining a larger sum than the just proportion of school moneys coming to such Common School, such Trustee or Teacher shall, for each offence, forfeit to the Common School Fund of the Township, the sum of *twenty* dollars, for which any person whatever may prosecute him before a Justice of the Peace, and for which he may be convicted on the oath of one credible witness other than the prosecutor: and if upon conviction the penalty is not forthwith paid, the same shall, under the warrant of such Justice, be levied with costs by distress and sale of the goods and chattels of the offender; and such penalty, when so paid or collected, shall by such Justice be paid over to the Common School Fund; or the said offender may be prosecuted and punished for the misdemeanor.

Penalty for disturbing a school or school meeting.

139. Any person who wilfully disturbs, interrupts, or disquiets the proceedings of any school meeting authorized to be held by this Act, or any school established and conducted under its authority, or wilfully interrupts or disquiets any Grammar, Common, or other Public School, by rude or indecent behaviour, or by making a noise either within the place where such school is kept or held, or so near thereto as to disturb the order or exercises of such school, shall, for each offence, on conviction thereof before a Justice of the Peace, on the oath of one credible witness, forfeit and pay for Common School purposes to the School Section, City, Town, or Village within which the offence was committed, such sum not exceeding *twenty* dollars, together with the costs of the conviction, as the said Justice may think fit; or the offender may be indicted and punished for any of the offences hereinbefore mentioned as a misdemeanor.

How penalties shall be recoverable.

140. Unless it is in this Act otherwise provided, all fines, penalties, and forfeitures recoverable by summary proceeding, may be sued for, recovered, and enforced, with costs, by and before any Justice of the Peace having jurisdiction within the School Section, City, Town, or Village in which such fine or penalty has been incurred; and if any such fine or penalty and costs be not forthwith paid, the same shall, by and under the warrant of the convicting Justice, be enforced, levied, and collected, with costs, by distress and sale of the goods and chattels of the offender, and shall be by such Justice paid over to the School Treasurer of the School Section, City, Town, or Village, or other party entitled thereto; and in default of such distress, such Justice shall, by his warrant, cause the offender to be imprisoned for any time not exceeding thirty days, unless the fine and costs, and the reasonable expenses of endeavouring to collect the same, be sooner paid.

Interpretation clause.

141. The word "teacher" shall include female as well as male teachers; the word, "county" shall include unions of counties, and the word "townships" shall include unions of townships made for municipal purposes.

SHORT TITLE TO SCHOOL ACTS.

142. In citing or otherwise referring to this act, it shall be sufficient to designate it as "the Upper Canada Common School Act," and in citing or otherwise referring to this act, or any other act or acts relative to common schools, which may, at the time of such citation or reference, be in force in Upper Canada, it shall be sufficient to use the expression "the Common School Acts of Upper Canada."

III. Papers on Practical Education.

1. EDUCATION—THE FIRST STEP IN GOOD FARMING.

The first step to make farming a paying business, is a good agricultural education. No man can expect to succeed in the cultivation of the soil, who does not have a good understanding of the various operations of the farm. A farmer, in order to succeed well in the cultivation of his soil, must have some knowledge of soils, of their characteristics, and what system of management will improve them, and what will impoverish them. The operations of a farm are so manifold, that a farmer, if he expects to succeed in his business, must have a good smattering of agricultural chemistry, a good knowledge of mechanics and of the principles of draught, as well as the laws of force and motion.

2. BENEFIT OF SCHOOLMASTERS' ASSOCIATIONS.

We have always regarded with favour the spread of the Associations composed of Masters and Mistresses living within convenient limits. There is no class of the community to whom the sacred proverb so well applies—"as iron sharpeneth iron, so does the countenance of man his friend." A teacher is apt to lose his freshness, and settle on his lees, to the great injury of his work, and his own comfort and self-respect. From this state of mental and moral stagnation, the annual or quarterly meeting of those engaged in the same work, capable of sympathising with each other's difficulties, and recording their own experiences, has a direct tendency to stimulate, to encourage, and to direct. Many a fainting brother or sister has taken heart, and many on the wrong track have returned home to follow the right one. An Inspector's visit may do much to correct mistakes, and to estimate as well as to compare results, and we far from undervalue their usefulness. They cannot, however, bring with them the great instrument of sympathy, and the improvement that may be expected to follow their annual visits extends chiefly to the more mechanical and technical parts of School-work, and do not touch the School-life, or affect its moral tone. A very perfunctory Teacher may perhaps produce results that pass muster with the Inspector, but to prevent him from becoming lifeless, and his work from becoming unreal, he needs to be quickened by just those processes that are found in really well conducted Schoolmasters' Associations.

The great object of these Associations is not so much to discuss the instruments of instruction, and the outside machinery of the art, but to enter into the sience of education, and to drink more and more deeply into its spirit. If a teacher has lost his courage, and begins to look upon himself as a mere drudge, but returns from the meeting of his brethren with the old feeling revived, that he is a trainer and a sponsor of his children, and can enter his school

conscious that he bears a love to them, and a desire to elevate them as living, redeemed children, that Association has done its work. To be a Christian teacher is not so much to teach the Church Catechism, or that of the Assembly, but to exhibit Christ's spirit of love and sympathy. We have been led into this train of thought by reading an excellent address delivered to the students of the Saltley Training College, by the Hon. and Rev. W. H. Lyttelton, and we cannot forbear concluding them by quoting an extract from one of the notes appended: "These remarks should be borne in mind by Schoolmasters' Associations, in the selection of topics for discussion, or on which they procure papers to be read at their meetings. Papers of which the object is to help members to understand the characters of children better, and the best and most Christian means of guiding and training them, are evidently of higher value than any which merely throw light upon any of the sciences which the schoolmaster has to teach. Moral Philosophy, the application of the Bible to the peculiar moral and spiritual needs of children, Bible Biographies, and their lessons for Christians: and whatever helps and inclines men to study human character in all its varieties, and the methods of the Divine dealings with men, as our models in our own dealings with pupils; all these furnish a countless variety of subjects for papers."—*English Papers for the Schoolmaster.*

IV. Biographical Sketches.

No. 11. THE HON. JOHN WILSON OF SALTFEET.

Another of our old pioneers of Upper Canada has left the scene of his labours. The Hon. John Wilson died at his residence at Saltfleet, in the Niagara District, on Tuesday last, at the ripe age of 85. Mr. Wilson was born in the Province of New Jersey (then a portion of the British dominions) in 1776, and remained there until 1790, when he settled in this country at Niagara. He soon after settled on his present estate at Saltfleet, on the shores of Lake Ontario, where he married a Miss Bowlsby, of Long Island, and reared a large family of children. Mr. Wilson became in 1808, a member of the Legislature, in the 5th Parliament of Upper Canada, being elected on the opposition interest, with whom he acted for some years, but subsequently joined the Conservative party. As a legislator, he was an useful member of the House, and especially distinguished himself by his exertions in the establishment of the Common School system, with which he was so closely identified that his portrait in the Legislative Assembly amongst the ex-Speakers of Canada, represents him with a bill, inscribed "Common Schools", in his hands. In 1825 he was elected Speaker of the House, and filled the office with great ability. Although generally Conservative in his principles, he was a warm advocate of Free Trade, sustaining that, and every species of improvement with zeal and ability. Of Church property he strongly resisted anything that savoured, in his estimation, of spoliation. Throughout, he seems to have steered his course with independence; neither a slave of the populace nor of the Government. In 1822, when an attempt was made to re-unite Upper and Lower Canada, he offered to it his most strenuous resistance, on the ground of the difference in laws, language, institutions, and religion, that existed between the two populations; and the failure of the scheme at that time was, in a great measure attributable to his exertions. His opinions on that subject remained unchanged, and in 1839, when he was called to the Legislative Council, he took his seat there mainly to defeat the measure for that purpose. As an active magistrate, and useful and exemplary member of society in all its relations, Mr. Wilson was widely and generally respected; and he has died at a ripe age, universally regretted as one of the oldest and most valuable of the Pioneers of the West.—*Montreal Transcript.*

No. 12. PETER SCHOFIELD, ESQ., M.D.

Dr. Schofield was born in the State of Connecticut, on the 16th July, 1786, and died in Brockville on the 21st inst. Had he lived till the 16th July next he would have completed his 74th year. An age rather beyond the space allotted to man by Scripture. Dr. Schofield's life has been long, active, and honourable. At about fifteen years of age, in 1800, he came to Canada, where he remained a short time, when he left for the States, to enter upon his Medical studies. In 1809 he became a member of the Medical and Surgical Society of the College of Physicians of the State of New York. In 1812 he was appointed surgeon's mate to the 2nd Regiment of Artillery of the same State. About the same time he joined the Masonic body, and rose rapidly to eminence. Toward this fraternity the doctor always cherished the warmest feeling of respect, as was evinced by his request that his brethren should bury his body with masonic ceremonies.

Dr. Schofield returned to Canada in 1816, when, at the personal request of Governor Gore, the doctor took the oath of allegiance to the Sovereign of Great Britain and Ireland. Ever desirous of doing good, and early convinced of the misery and crime caused by drunkenness, Dr. Schofield worked energetically in the cause of temperance, and in the year 1828 he had the honor of establishing the first temperance society in Upper Canada, and in the year following he passed the Medical Board of Upper Canada at York, now Toronto. In 1840 he was ordained an Elder of the Baptist church, of which church he had been a member from 1828.—*Brockville Recorder.*

No. 13. THE HON. JUDGE CHABOT.

Mr. Justice Chabot, of the Superior Court of Lower Canada, died as already announced, at two o'clock on the morning of the 31st ult. Born at St. Charles, Bellechasse, in 1807, he was 53 years of age at the time of his death. In common with a large number of our public men of Lower Canada, he was educated at the Seminary of Quebec; and afterwards studied law under the Hon. Judge Elzear Bedard. He made his *debut* as advocate of the bar of Quebec in 1834 or 1835, and soon rose to a high rank in his profession. In 1843 he was elected to represent Quebec in Parliament, by acclamation; and in 1846 he had the good fortune to be re-elected without opposition. Towards the close of 1849, nearly two years after the formation of the LaFontaine-Baldwin Cabinet, M. Chabot was appointed Chief Commissioner of Public Works, when he was again elected for the City of Quebec. Before the Government left Toronto, he ceased to hold his office in the Public Works Department. At the general election of 1851, he was elected for his native county, Bellechasse; and on the 23rd September, 1852, he was re-appointed Chief Commissioner of Public Works, in the Hincks-Rolph Administration. On the 4th of the next month he was re-elected for Bellechasse, which he continued to represent till the 23rd June, 1854. It was under his Administration that the fine piers in the Lower St. Lawrence were constructed. From the 20th Nov., 1852, to the 17th Dec., 1854, M. Chabot was one of the directors of the Eastern section of the Grand Trunk. At the general election of 1854, after the Hincks-Rolph Government had been defeated on a motion of the late Mr. Hartman in reference to their Clergy Reserves policy, M. Chabot was re-elected for Bellechasse, August 10. But he did not sit for that county. Resigning his seat for Bellechasse on the 14th October, 1854, he was again elected for Quebec; and held his seat till the 19th Sept., 1856. In Dec., 1854 he was appointed Government director of the Grank Trunk Railroad; and about the same time was appointed one of the Seignorial Tenure Commissioners, under the law of 1854, providing for the abolition of the feudal system of land holding. It was on the 26th September, 1856, that M. Chabot was appointed judge of the Superior Court of Lower Canada. At first he resided at Montreal, but latterly at Quebec, where he died.—*Leader.*

V. Educational Intelligence.

—— NOTICE TO GRAMMAR SCHOOL MASTERS.—The vacations in the Model Grammar School have been altered, so as to allow an opportunity to Grammar School Masters of visiting the school during their own vacations. The sessions will, in future, extend from the Monday after Easter until the fourth Friday in July; and from the Monday following the end of a seven weeks' vacation from that day until the 22nd of December. On the 7th of January the school again resumes.

—— UNIVERSITY OF TORONTO.—The annual Convocation of the University of Toronto, for the conferring of degrees, and the distribution of prizes and scholarships among the students of the University College, took place on the 8th inst. The Convocation having been opened in due form, the Chancellor proceeded with the conferring of degrees in the order in which they are mentioned below.

I. Admission to Degrees, LL.B.—Spencer, T. H; Livingston, J; Foster, W. A; Hancock, J. W; Wood, S. G; Bowlby, J. W; Blain, D; Hodgins, J. G.; Papp, G. S; Cochrane, S; Cronyn, V; Curran, J. J; Wickson, Rev. A, M.A; Benson, R. L; Ham, J. V. LL.D.—McMichael, D, B.C.L; Wickson, A. M., Rev. M.B.—Bassam, J; Playter, E; Tindell, D. B; Morton, E. D; Ogden, W. W; Martyn, W. H M.D.—Cronyn, J, M.B; Phillips T. G, M.B. B.A.—Fraser, J. T; Boyd, J. A; Wadsworth, J J; Ogden, I. O; Sinclair, W; White, J; Sampson, D. A; Rock, W; Scott, W. H; Green, G; Ross, D. W; Cameron, H., B. A; *ad eundem*. M.A.—McMichael, D., B.A; Kennedy, G. S., B.A; Kerr, W. H. C., B.A; Fitch, B. F, B. A; Holcolm, J. W., B.A; Waters, D, B.A; Cameron, H. B.A.

II. Admission to Standing and Matriculation.—3rd. Year.—Halton, J. C; Hunter, J. H, Queen's College, Belfast; Laxier, S. P. Victoria College

2nd. Year.—Withrow, W. H. Victoria College; Squier, W. Victoria College; Wilson, A. H, Victoria College. 1st. Year.—Gordon, J., Queen's College, Galway.

Medals, Scholarships, and Prizes. Faculty of Law.—Adam Crooks, M.A., B.C.L, presented Messrs. J. H. Spencer and J. Livingstone with a silver medal each, for their proficiency in this department. Faculty of Medicine, M. Barrett, M.D. presented for medals:—Messrs. Bascom, J. (gold medal); Playter, E; Tiedell, F. B; Morton, E. D; Ogden, W. W; Martin, De W. H. (Silver.) Faculty of Arts.—Greek and Latin—Fraser, J. T; gold medal; Modern Languages—Boyd, J. A; gold medal; Natural Sciences—Wadsworth, J. J. gold medal; Metaphysics, Ethics, and Civil Polity—Ogden, W. W; gold medal; Natural Sciences—Sinclair, W, silver medal; Oriental Languages—White, J, prize. Scholarships. Faculty of Law.—2nd. Year, Hamilton, J. C. Faculty of Medicine. Matriculation. Kilpatrick, G; 1st year, Thom, C.; 1st year, McCool, D. B; 1st year, Tiedell, J. C; 2nd year, Bolster, J; 3rd. year, Elliot, J; 3rd year, Hudson, A. Faculty of Arts. Greek and Latin.—1st year, Kilpatrick, G; 1st year, Harbottle, R; 2nd year, Crawford, W. G; 2nd year, Woods, S; 3rd year, Reeve, W. A; 3rd. year, Ross, J. B; 4th year, Fraser, J. T. Mathematics.—1st year, Wright, T. W; 1st year, Lafferty, A. M; 2nd year, Loudon, J; 2nd year, Fisher, J; 2nd year, McLennan, J. A; 3rd year, Thom, J. H; 3rd year, Ormiston, D. Modern Languages.—1st year, McWilliams, W. G; 2nd year, Gibson, J. M; 4th year, Boyd, J. A. Natural Sciences.—1st year, McMurrich, W. B; 2nd year, Roger, W. M; 3rd year, Grant, A; 4th year, Sinclair, W. Ethics, Met. and Civil Polity.—2nd year, Buchan, J. M; 3rd year, Grant, G; 4th year, Ogden, J. O. General Proficiency 1st year, Hamilton, W. W. Oriental Languages—3rd year, Grant, G

The Prizes having been delivered,

The Chancellor then rose and said,—On behalf of the Convocation now assembled, and whose proceedings have just closed, he begged to thank them for being present and witnessing the distribution of prizes, because he took the assemblage present as an evidence of the continued interest taken in the University. He found that in the faculty of the law last year the number leaving the University was 18, the whole number of matriculants 75. This year the number leaving was thirty-one; whole number of matriculants, 68. He found that in 1859 the number of matriculants was 35, in 1860, 45. In Medicine the number in 1859 was 6; 1860, 8. In law the number in 1859 was 20; 1860, 15. The numbers in law arose from the circumstance of the standard in that faculty being greatly increased previous to the commencement of the academic year. The cause of that might be attributed to the change in the Statute. The attention of the Legislature had been called to the subject, and they have now passed an act, that all young men studying for the law must first obtain a degree from the Law Society before they can become solicitors or attornies. Again thanking them for their attendance, the Chancellor declared the Convocation dismissed.

Three cheers were given for the Queen, and the proceedings terminated. —*Colonist.*

—— University of Victoria College.—The Session 1859-60 of the above University was brought to a close on the 27th inst. The session had in all respects been a pleasant and harmonious one, and the number of the graduates elect not only larger that of any preceding year, but larger than had been sent forth by any other Canadian College in any single year of its existence. The shadow of this bright picture was the absence of the learned and much esteemed President of the Institution from his usual place, in consequence of the fracture of his leg, which took place about a month ago.

The Professors and Undergraduates of the University proceeded from the College to the Church in regular order, headed by the venerable Dr. Rolph, Dean of the Medical Faculty, and Professor Kingston, M.A. The proceedings being opened with the usual devotional exercises, Professor Kingston as chairman briefly referred to the absence of the President and its cause, then glanced at the harmony and successful labors of the session just closed, and finally spoke with natural gratification and becoming pride of the progress made by Victoria College, which on that day sent forth fourteen young graduates in Arts, to enter upon the great duties of life, a larger number than any other Canadian College had ever sent out in one year.

After the delivery of the usual Essays by the Candidate-bachelors, the graduates in medicine were most ably addressed by the Hon. John Rolph, LL.D., Dean of the Medical Faculty, Toronto. The Rev. Dr. Ryerson was then introduced to the audience by the Chairman and most enthusiastically received. He addressed the students generally in his usual felicitous manner, encouraging them by many illustrious examples to be diligent and persevering.

The Faculty and Undergraduates then returned to the College in the same order as before with the same harmonious accompaniment. The various Degrees were then conferred by the President in his private room as follows:

B. A.—William Beattie, Stephen F. Lasier, John W. Beynon, G. M. Measham, David W. Dumble, Mark Scanlon, Wm. C. Henderson, Henry Tew, Andrew G. Hill, George Washington, Thomas Holden, William A. Whitney, W. H. Law, Nicholas R. Willoughby, Edward Robinson (T. C. D.)

M. D.—Daniel W. Carroll, Edward W. McGuire, John Clements, M. B. McCausland, Robert A. Corbett, William H. Miller, Noble B. Dean, James Newcombe, Donald Gillespie, George A. Norris, John Harvey, Charles Ouellet, Elbridge A. Herriman, John Philp. William A. Howell, Bennett Richards, Richard Lund, James Sutton, Ethem Wood.

M. A.—Rev. Albert Carman, B.A., Principal, Belleville Seminary.

The following honorary Degrees were also passed by the Senate:

M. D.—Mr. Wm. Beamish, of Waterloo, C. W., licentiate of the Medical Board of Upper Canada. M. A.—Rev. E. B Harper, Secretary of the Wesleyan Conference, Canada D. D.—Rev. George Osborn, one of the General Secretaries of the Wesleyan Missionary Society, London, England; and Rev. Enoch Wood, Superintendent of Wesleyan Missions, Toronto

This closed what we may call the official public business of the day and of the Session; but we were detained a few minutes longer by another interesting ceremonial—the presentation to the President of a truly splendid and beautiful silver tea service, consisting, as usual, of a salver or tray, kettle, coffee-pot, tea-pot, cream-ewer and sugar-bowl, executed in the best style of English art, the gift being a recent importation from England, by J. G. Joseph & Co., jewellers, Toronto, and is valued, we believe, at $200. The tray is oval in form and of very tasteful design and workmanship, as indeed, are all the other portions of this very beautiful memorial of the affectionate regard cherished by the students of Victoria College to their distinguished President. The salver and kettle bear the following inscription:

"Presented to Rev. S. S. Nelles, A.M., President of the University of Victoria College, as a token of high esteem, by the students of the session, 1859–60."

Each of the other pieces bears the simple inscription—"President Nelles."

A highly appropriate address was read by Mr. William Beatty, one of the new graduates, who had been previously chosen by his fellow-students to act as their spokesman on the occasion.—*Cobourg Star.*

——The U. C. Model Schools.—The Annual Public Examination of the Model Schools took place on the 22nd instant, and was attended by a large number of interested visitors. It is now upwards of twelve years since the establishment of this institution in connection with the Normal School, and each successive year has seen it grow in public favor. If there were any among the numerous assemblage of spectators yesterday present also at the first examinations of the School, they must have been forcibly struck with the great improvement that has taken place, in both the attendance and proficiency of the pupils, and in the facilities offered for their tuition. When first opened, the class-rooms were in an old building attached to Government House, successively used as a stable, a theatre, a school room, and again as a stable. At that time, the accommodation being of course limited, only boys received education in the School. Now, the buildings are extensive as well as handsome, and girls share equally with boys in the instruction imparted within their walls. All important branches of knowledge are taught by competent teachers, and in a manner that cannot fail to be of lasting benefit to the pupils. The number of children present yesterday exceeded 150 of each sex, who are divided into three divisions, over each of which an efficient teacher presides. In the boys' department Mr. Carlyle has charge of the first, or senior, division; Mr. Disher of the second, and Mr. Campbell of the third. The first division in the girls' department is instructed by Mrs. Clark; the second by Miss Shenick, and the third by Miss Clark. The musical instructor in the schools is Mr. Sefton, under whose attentive training the children have made much progress. The cultivation of the physical powers of the youth has not been neglected; and perhaps the most favorite branch of instruction among them is that superintended by Capt. Goodwin, who teaches the boys gymnastic exercises of every kind, and the girls the healthy and graceful calisthenic art. The principal branches in which the pupils were examined during the day were Reading and Spelling, Grammar, Geography, Arith-

metic, Physiology, Algebra and Geometry, History and Domestic Economy, with the Theory of Music. The pupils answered readily the questions put them by their tutors, and evidently had carefully studied in order to pass a good examination. The stimulus to study held out in the shape of handsome prizes of books had created a healthy excitement, and each laudably emulated the other, and all showed proficiency of a marked character. In the senior division of the girls' department, three or four of the scholars were remarkably well advanced in the geometric science, demonstrating abstruse propositions in the fifth and sixth books with an ease and familiarity that would be envied by any boy of twenty. The age of these girls did not exceed fifteen years; so it may be imagined how excellent had been their instruction. In other branches of learning, too, the pupils generally were well "posted up." The number of visitors was largely increased in the afternoon, blocking up the passages and class-rooms in such a manner as to leave little space for the scholars, and every one, as we have remarked, manifested a warm interest in the proceedings. At four o'clock the girls were exercised in calisthenics by Capt. Goodwin, and shortly afterwards the boys exhibited their gymnastic feats in the capacious play-ground attached to the institution. Some of the latter were remarkably agile and daring in their performances, and their exploits created considerable applause.

About half-past four o'clock the visitors and pupils assembled in the theatre of the Normal School, where prizes were distributed to the most deserving scholars by the Rev. Dr. Ryerson, Chief Superintendent of Education, as follows:—

BOYS' DEPARTMENT, FIRST DIVISION.—Best scholar in the school—John B. McCarty, who is awarded a scholarship in the Model Grammar School. (The other prizes were too numerous to insert in the *Journal*.)

After the distribution of the prizes, the piece, "Hurrah! Hurrah for Canada!" was well sung by Henry Jones, prize-boy for singing, all the pupils joining in the chorus, and Mr. Sefton accompanying on a melodeon. "Rule Britannia," and "Night's Shades have passed," a nice composition, in which boys and girls sang alternately, followed—both being executed in very good style. An agreeable episode then transpired. Several of the girls of the senior division, forming a committee of the whole school, stepped forward, for the purpose of presenting their teacher, Mrs. Clark, with a handsome gold watch. A very complimentary and affectionate address was read by Miss Clarice Hamilton, who enunciated the words in a clear, sweet voice, that was heard in every portion of the spacious apartment. The valuable present was handed to Mrs. Clark by Miss Menet, of the second division; and a handsome bouquet was offered by an equally handsome little girl, named Rose Delaporte, of the third division. Mrs. Clark made a feeling and appropriate reply; and in thanking the scholars for their elegant gift, took occasion to make a few advisory remarks to those of the elder pupils whose studies in the school had that day ended. The presentation, which was a very pleasing affair, was rapturously applauded by the spectators, who filled the gallery of the theatre.

The Rev. Dr. Ryerson then advanced, and said the exercises of the present session had now been brought to a close, or shortly would be, by the pupils singing the National Anthem. In terminating these exercises, he had great pleasure in saying, that never since the commencement of the Normal and Model Schools had the same order and efficiency prevailed in every branch of education as at the present time. At no period in the whole course of his experience had he been more struck with surprise, or felt greater admiration, than at the examinations he had the opportunity of witnessing that day—at the thoroughness, clearness, and simplicity exhibited by the pupils in every branch of knowledge, and the care and attention evinced by the teachers in properly training the children. It was the province of the Model Schools not only to teach the pupils, but to show to the students of the Normal School and the country generally, how children ought to be taught. It was with this view that the selection of teachers for the Model Schools had been made; it was with this view that the buildings in which the children were educated, had been erected; and it was with the same view that all the operations of the institution were conducted. It was important that those who were trained in the Normal School—and trained, he would say, on principles justly considered the most advanced—should have a practical illustration of the best method of teaching. Such an illustration was to be found in the method pursued in the Model Schools, in which those students spent several months during the time they attended the Normal School. This was the purpose for which the Model Schools had been instituted; and at no period of their existence, it gave him pleasure to add, did they appear to answer better that object than at the present moment. He then paid a high compliment to Mr. Sefton for the great advancement displayed by the children in the department of vocal music, an improvement due altogether to that gentleman's care and ability to instruct. There was another branch to which he would also allude, and in which not a little difficulty and embarrassment had heretofore been experienced. It was that of drawing. Under the able tuition of M. Emile Coulon, however, the pupils now exhibited a highly gratifying improvement, as was proved by the excellent specimens of their taste displayed in the different class-rooms. With regard to the other branches of education, he need make no lengthened observations. Every one acquainted with the schools knew that, from the commencement, nothing that should have been done had been omitted by Mrs. Clark and those who were associated with her. (Loud applause.) He would likewise notice the last branch, though by no means the least important one, in which the pupils were exercised, and over which his friend, Capt. Goodwin, so well known in Toronto, had ably presided. (Cheers from the boys.) He (Dr. Ryerson) knew that every boy's face would brighten, and every boy's eye pleasantly twinkle, at the sound of the name of Capt. Goodwin. (Renewed cheers.) He had no doubt that the physical training of both the boys and the girls would exert no small influence over their health, their activity, and their energy, in future life. He (Dr. Ryerson) went on to remark, that in the Model School they had a practical development of the best theory laid down for the education of youth. They presented to the land of their birth or of their adoption an exemplification of a mode of instruction which had commanded, so far as he knew, the unqualified and highest admiration of visitors from the other side of the Atlantic, from several States of the neighbouring Union, and from all parts of our own country. And he hoped that in the progress of society of this country and the advancement of its people, they would witness that energy of mind, that honesty of purpose, and that faith in the fostering care of Providence which a school of this character so fully developed. (Applause.) He (Dr. Ryerson) then expressed his thanks to the teachers for the pleasure the examinations had afforded him, and said that doubtless the work in which they were engaged would exert an influence that would be felt throughout the length and breadth of our beloved land. (Applause.) He concluded by announcing that the children would sing, with united voice, "God save the Queen," and adverted in graceful terms to the forthcoming visit of the Prince of Wales, son of that noble woman, and more than Queen, who swayed the sceptre of government over us, and on whose dominions the sun never set. The rev. superintendent sat down amidst loud applause.

The children then sang the National Anthem, and the proceedings terminated with the benediction, about a quarter-past six o'clock. The Rev. Dr. Ryerson announced, at the close, that the vacation would extend until the first Monday in August next.—*Leader*.

—— VISIT OF THE YORK AND PEEL COUNTY COUNCIL TO THE EDUCATIONAL DEPARTMENT.—On the occasion of the recent visit of the Warden and members of the Metropolitan County Council to the Educational Department for Upper Canada, the Council passed the following resolution. It is gratifying to witness this practical interest in the operations of the "People's Department," of the Government on the part of the local municipal authorities.

"Resolved—That the members of the Council having visited the Normal and Model Schools, desire to express the satisfaction which they feel with the general appearance and internal arrangements of those institutions.

"That they were much pleased with the specimens exhibited of Canadian Manufacture, in the articles of maps and school apparatus, shewing that they can now be produced in our own country, not only of equal finish and durability, but at prices much lower than for those imported from Europe or the United States.

"That they desire further to express their sense of the courtesy extended to them, on the occasion of their visit, by the Deputy Superintendent of Education." A true copy.

June 8th, 1860. (Signed.) J. ELLIOT, *Co. Clerk*.

TERMS: For a single copy of the *Journal of Education*, $1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

☞ All communications to be addressed to Mr. J. GEORGE HODGINS, *Education Office, Toronto*.

LOVELL AND GIBSON, PRINTERS, YONGE STREET, TORONTO.

Aug. 2.

JOURNAL OF EDUCATION, Upper Canada.

VOL. XIII. TORONTO: JULY, 1860. No. 7.

CONTENTS OF THIS NUMBER.

	PAGE
I. BRIEF SKETCH OF THE PRESENT CONDITION OF EDUCATION IN THE PRINCIPAL COUNTRIES IN THE WORLD ..... (2) Educational Question in Ireland. (3) Elementary Education in Ireland. (4) The Rev. Wm. Fraser on Education in Scotland. (5) Education in Tuscany. (6) Education in Algiers. (7) English Taught in Norway Schools	97
II. PAPERS ON PRACTICAL EDUCATION—(1) Means of Securing Punctuality and Regularity in School	100
III. EDITORIALS—(1) Holidays and Vacations, &c., in the Common and Grammar Schools of Upper Canada. (2) Next Session of the Normal School. (3) Newly Revised Terms of Admission into the Normal School, Toronto. (4) Provincial Certificates granted by the Chief Superintendent of Education	103
IV. PAPERS ON SCIENTIFIC SUBJECTS—(1) Eclipse of the Sun. (2) The way to tell the time of Night by the Stars. (3) American Expedition to the alleged Open Polar Sea. (4) Gold Medal presented to Lady Franklin	104
V. PAPERS ON NATURAL HISTORY—(1) The Fisheries of Canada. (2) The Destructive Effects of Salmon Spearing. (3) The Titanium Ores of Canada	106
VI. BIOGRAPHICAL SKETCHES—No. 14. William Woodruff, Esq. No. 15 Sir Charles Barry. No. 16. George P. E. James, Esq.	107
VII. MISCELLANEOUS—(1) Pray for the Little Ones. (2) Evening Prayer Taught by a Mother. (3) Charity never Faileth	108
VIII. PAPERS ON COLONIAL SUBJECTS—(1) British and Colonial Documentary History. (2) Port Niagara One Hundred Years ago. (3) Brockville Prison Library	110
IX. EDUCATIONAL INTELLIGENCE	111
X. LITERARY AND SCIENTIFIC INTELLIGENCE	111
	112

BRIEF SKETCH OF THE PRESENT CONDITION OF EDUCATION IN THE PRINCIPAL COUNTRIES OF THE WORLD.*

A brief review of the present condition of education in the more prominent countries of the world, may be interesting. In *England*, the facilities for acquiring a thorough university education are excellent, for those who have sufficient means at command; the course of study at Cambridge and Oxford, though perhaps giving too much prominence to classical and mathematical studies, is still well calculated to develope the intellectual powers. The London University, and some of the colleges of the dissenters, give more attention to popular science. The great endowed schools of Eton, Rugby, Harrow, Westminster, Winchester, Christ's Hospital, &c., &c., are for the most part, devoted to classical and mathematical training.

In provision for the education of the masses, England is yet behind many of the countries of Europe. Still, under the persevering efforts of Lord Brougham, Sir J. Kay Shuttleworth, the Earl of Shaftesbury, Lord Stanley, and other distinguished friends of education, there has been decisive progress within a few years past: the factory children are not now brought up in utter ignorance; a cheap yet instructive literature pervades every hamlet, and has developed, even in the lowest classes, a love of reading; evening schools for adults, and Sunday-schools, which there, as well as on the continent, are very often occupied with instruction in reading and other elementary branches, are very largely attended.

The education of deaf mutes and the blind, is more limited than in France or this country, being generally confined to reading, writing, and the acquisition of some mechanical art, on the part of the deaf and dumb; and reading by touch, singing, playing on musical instruments, and knitting, mat-braiding, weaving, or basket-making, for the blind.

The Reformatories of England are deserving of high praise, both for their number and success. Hundreds are every year rescued by them from a life of crime, and rendered good and intelligent citizens.

Scotland is inferior to England in its facilities for higher education; and the low salaries afforded to the professors in its universities, prevent, in many cases, highly qualified scholars from accepting the posts; but in secondary and primary education, it is far [illegible] schools is nc[illegible] Its humanita[illegible] south of the [illegible]

Ireland, sc[illegible] cation and g[illegible] country of Europe. Within a few years, good schools have been greatly multiplied; and, ere long, her peasantry will be beyond those of England in intelligence. This is the result of the system of national education, established there about thirty years since, which, from small beginnings, has at last drawn into its schools the great bulk of the children of the country. It provides for *combined* secular, and *separate* religious instruction, and thus obviates the great difficulties under which the English schools have labored.

In *France, superior education*, as it is called, especially in mathematical and physical science, is not inferior to that of any country in the world; and the colleges and lyceums which are found in every considerable town in the empire, are generally well conducted.

Primary education was very much neglected from the time of the Revolution of 1793 to the accession of Louis Philippe; but the efforts of that monarch, seconded, most zealously, by Guizot, effected, in the course of the next eighteen years, a wonderful change; and, in 1850, only two thousand five hundred communes, out of more than thirty-eight thousand, were without one or more primary schools, and one-ninth of the whole population were attending school. The charitable, reformatory, and special schools of France are generally well conducted, and the success of some of them—that of the institutes for the deaf and dumb, and for the blind, and the reformatory colony at Mettray—has been such as to attract the attention of all the nations of Europe.

* From the History and Progress of Education, by Philobiblius. New York: A. S. Barnes & Burr, 1860.

Of the educational condition of Spain and Portugal, we cannot speak so favorably. Harassed, for years, by internal discords and civil wars, the glory which once belonged to their universities has long since departed; even the children of the wealthy and noble are but indifferently taught, and the offspring of the poor seldom find any other school than that at their own fireside. The rigid adherence of the people to the Catholic faith, has prevented the introduction (once attempted) of more modern systems of instruction, like that of Pestalozzi.

In Italy, the *States of the Church* do not lack for schools or colleges. Education is superintended by a company of cardinals, who under the designation of the *Congregation of Studies*, make the examinations, and, personally or by deputy, appoint the professors and teachers. The primary or communal schools are under the immediate supervision of the bishops, who are also generally chancellors of the universities. There are also regional schools, and schools for each sex, under the direction of several of the religious orders. Most of the schools are free, or nearly so, in many of them the teachers being supported by endowments.

Sardinia, which, up to 1848, was behind most of the other countries of Europe in education, has since that time, almost taken its place among the foremost. The system of education embraces superior and inferior primary schools, for all the children of the kingdom; secondary schools, colleges, universities, and special schools; the Pestalozzian method is generally adopted, and normal schools, well conducted, are fast supplying competent teachers. With better text-books, and a few years' experience in her present system, the population of Sardinia will speedily become one of the most intelligent in Southern Europe.

Tuscany, under Austrian influence, has adopted to a considerable extent, the Austrian system of education; her schools are, for the most part, in good repute, and the Universities of Pisa and Sierra retain something of their ancient renown. [See page .]

The Kingdom of Naples, or the *Two Sicilies*, is in a very low educational condition. Sicily has more schools than the continental portion of the kingdom, but they are not well conducted, and beyond reading and writing, the children make very little progress. Its colleges and universities have some reputation, but the despotic character of the government is unfavorable to much intellectual freedom or activity.

Turkey has schools for its Moslem population, and its laws make it obligatory on every parent to send his children to school. The teaching is in Turkish and Arabic, and is not generally of the highest order; there has been, however, material improvement since 1847, when a system of intermediate schools was established, which took the place of the secondary schools of other countries. Previously there had only existed the *mekteb*, or elementary schools, and the *medressehs*, or gymnasia. There are some special schools, but education is at a low ebb.

Greece has, since its independence, made zealous efforts for the improvement of public instruction. There is an efficient university at Athens, secondary schools in each considerable town, and, in most cases, elementary schools in each commune. The Pestalozzian system is generally adopted. As yet, however, not much more than one-fourth of the children are under instruction.

Russia has made very strenuous exertions, of late years, to improve the educational condition of its people. Its universities and its special schools of military, mining, engineering, manufacturing and agricultural science, are worthy of very high commendation for the extent and thoroughness of their instruction. Provision is made for the elementary instruction of the children of the soldiery, who are generally expected to follow their fathers' profession; but, although *ukases* have been issued, ordering the establishment of schools in every commune, yet not one-seventh of the children of European Russia receive any instruction whatever.

Lapland and *Finmark* are almost destitute of schools, though many of the Lapps and Fins acquire a knowledge of reading, and some of them have become eminent as scholars. The people of Iceland are generally intelligent, but their education is, for the most part, domestic, or communicated by their pastors.

In *Norway*, though the sparseness of the population is a great drawback to the maintenance of good schools in the country, education is very general. Only about one-eighth of her population dwell in towns. For these, the advantages of education are hardly surpassed by any country in Europe: there are elementary and upper district-schools, citizens' schools, answering very nearly to our academies; Real schools, in which technical science is taught in connection with the knowledge of modern languages; Latin or cathedral schools, furnishing a classical education; military, agricultural, drawing, and polytechnic schools; normal schools, and a university. In the country, there are what are called *ambulatory schools*, kept by teachers who go from hamlet to hamlet, and teach for about eight weeks in each.

In *Sweden*, education is very general. Through the efforts of Mr. Siljeström, a law has been passed, requiring at least one stationary school in each parish, and normal schools for teachers, in addition to the ambulatory schools which are still necessary in the districts of scattered and sparse population. The system of schools is quite complete, but the quality of the teaching is susceptible of improvement. In physical education the Swedes are not equalled by any country in Europe. Their universities at Upsala and Lund have a high reputation.

Denmark has for many years maintained a high standard of education; the proportion of pupils in school to the whole population, is said to be greater than that of any other country in Europe. The Pestalozzian method is generally adopted; and there is a complete system of graded schools, from the university to the primary school.

The States of *Germany*, with hardly an exception, occupy a high educational position. There is, however, a difference in these States. Prussia, Saxony, and Wurtemburg are perhaps entitled to the first rank, Austria to the second, and Bavaria, Mecklenburg, and perhaps some other of the smaller States to the lowest. In Prussia, as well as in several of the other German States, a modification of the Pestalozzian method is adopted. The elementary text-book in the primary schools, is a Reader (a modern *Orbis Pictus*), in which the rudiments of geography (the geography of Germany), natural history, arithmetic, language, &c., are arranged as reading lessons; and all instruction not found in the Reader, is communicated orally by the teacher, assisted, however, by maps, drawings, specimens of natural history, &c., which are found in every school-room. Eight years' attendance upon the schools is compulsory upon the children; they pass from the primary to the burgher schools, the Real schools, the gymnasia, and the university, if they choose to obtain a thorough education. The plan of education adopted in Saxony and Wurtemburg, differs but little from that of Prussia. It is perhaps somewhat more thorough and liberal in Saxony, and its results are highly satisfactory.

Austria proper has, within a few years, made great advance in her elementary schools, and has established many *Real* schools, which differ from those bearing the same name in North Germany, in being more technical in their character, and in pursuing a more extended course. Though there is still great room for improvement, yet Austria occupies a very fair position among the countries of Europe, in the intelligence of its people. Since 1855, attendance upon the schools has been made compulsory; and great efforts have been made to extend to Hungary, Bohemia, Croatia, and Austrian Italy, similar regulations to those maintained in the Archduchy of Austria.

In *Bavaria*, *Mecklenburg*, and some of the other small German States, the governments have taken less interest in the promotion of elementary education than in the States already named. Higher education, is, however, well cared for in Bavaria.

In the variety and extent of their charitable educational institutions, the Germans have surpassed all the other nations of Europe. They have a great number of institutions for the deaf and dumb, ten or twelve for the blind, two for idiots, and four or five for cretins; *crechés* and *kinder-garten* (children's gardens), for infants; some hundreds of reformatories, for all classes of juvenile offenders and vagrants; orphan schools, almost without number; industrial schools; "work schools," for pauper children, &c.

On the great African continent, we find but little attention paid to education. *Egypt* and the Tributaries of the Porte, in Northern Africa, have schools after the Moslem fashion, in which the children of the true believers are taught to read the Koran, and acquire a little rudimentary knowledge of arithmetic. *Algiers*, as a French colony, is receiving the French system of communal and higher schools. [See page .] The English and American settlements at *Sierra Leone* and *Liberia*, have established schools in accordance with the plans of the mother countries, Liberia having organized also a college. The Cape Colony has free schools in every district, and two colleges; but the vast territories which comprise the interior and eastern coast of the continent, can hardly be said to have any system of education.

Those tribes and countries into which the Arabs have penetrated, have usually a few persons who can read and write; and in the Portuguese settlements, which occasionally dot the coasts, may be found some persons of Portuguese extraction, who possess a tolerable education;—but aside from these, and the few schools which the missionaries have been able to establish at their various stations, there is nothing which can, in the ordinary sense of the term, be called education.

Portions of Asia are less degraded. In *Persia*, there still remains the tradition of the learning which once made Bagdad and Ispahan the centres of intelligence for the worshippers of Mahoumed; and many of the Persian *mullahs* are, at the present day, accomplished in the Arabic lore, which was so highly prized in the days of the Abassides.

Further east, the nomadic tribes which roam over the wide *steppes* of *Independent* and *Chinese Tartary*, and the thievish, freebooting

Afghan and *Beloochees*, have little respect for books or learning. The principal towns of *Siberia* have schools and educated people; but they are exiles from Russia, or officers and their families who are located there on duty.

In *China* and *Japan*, the systems of edcuation have changed but little, probably, for two thousand five hundred years. In *Thibet*, the condition of education does not vary, materially, from that of *China*. *Siam*, *Tonquin*, and *Burmah*, professing substantially the Büdhist faith, have also the Büdhist educational system; while the inhabitants of Malacca and the Malaysian Isles are hardly to be considered as possessing any education.

In *India*, while the Brahminical system has made small advance from its method of instruction two thousand years ago, the East India Company have made some efforts to establish colleges for the education of such of the Brahmins as might fill offices in the employ of the Company.

In *Australia*, schools have been established and liberally supported by the government; and two colleges, one at Sydney, and the other at Melbourne, have been founded. *Tasmania*, *New Zealand*, the *Society* and the *Sandwich Islands*, all have good schools; and, in the two latter groups, the natives are, many of them, acquiring considerable education. At Oahu, one of the Sandwich Islands group, a college has recently been established.

Turning our attention to the American continent, we find in *Newfoundland* an improving state of education; in *New Brunswick*, a larger number of schools in proportion to the population, and a college; in *Canada East*, a good school system, embracing all grades from the university to the primary school, and an annually increasing attendance and efficiency; in *Canada West*, an organization unsurpassed in its results, for attendance and intellectual progress, by any in the world.

In the *United States* there is a great variety in the educational condition of different sections of the country. The Northern States have generally efficient school systems. The Southern States, on the other hand, have not generally attained to so high an educational position.

A few of these States have made praiseworthy efforts for a more effective school system; among these, North Carolina, Alabama, Missouri, Kentucky, Tennessee, and Louisiana are deserving of special mention.

The higher education is not equal to that of England, France, or Germany. Our colleges, numbering more than one hundred and twenty, though possessing more extensive grounds, and often much larger endowments, are not, with a few exceptions, superior, in the extent or thoroughness of their course of instruction, to the collegiate schools of England, the lyceums and colleges of France, or the gymnasia, Real schools, and Latin schools of Germany. Of true university instruction, with the exception of Harvard University, Yale College, and Columbia College, we have nothing deserving the name; and even these are far below the European universities.

But, in the wide diffusion of elementary education, and in the development of a high intellectual activity, no country of Europe can compare favorably with the New England States and New York. A comparison of the per centage of children in attendance upon the schools in these States, to the whole population, with Prussia, Austria, Saxony, and Denmark, where attendance is compulsory, will show conclusively the efficiency of their school organization.

Humane and reformatory institutions are quite numerous in the United States; there are more than twenty deaf and dumb institutions, nearly the same number for the blind; seven schools for idiots, and nearly or quite fifty reform schools. Besides the professional seminaries, special schools of military, naval, engineering, chemical, and agricultural science, also exist,—and the last are becoming quite numerous.

The Hispano-American States—*Mexico* and *Central America*—owing in part to their frequent revolutions, and in part to the large admixture of races, are in a very low educational condition, much lower even than when provinces of Spain. No public-school system exists; and, though there are a few good private schools, and some conventual schools, and a university at the city of Mexico, the great mass of the people are most deplorably illiterate.

In the *West India Islands*, Cuba has made some efforts for the improvement of education, since 1842, and has now two very good universities and several colleges. The number of elementary schools is estimated at about six hundred, and of pupils not over ten thousand, about one in one hundred of the population. In the rural districts, profound ignorance prevails, while in the cities there are a considerable number of good schools. The wealthier classes, very generally, send their children abroad for an education.

In Jamaica, popular education is more advanced, and a very considerable proportion of the people of color are beginning to understand its advantages. The children in school constitute one-thirtieth of the whole population. Hayti has few schools, and no public provision is made for education. The children of the wealthy are generally sent to France for instruction. In the Dominican Republic, and in Porto Rico, the schools are few, and generally poor. Trinidad has some good schools. The smaller islands have generally made some provision for instruction, though of course, the advantages are usually limited.

In *South America*, we find the States of New Grenada, Venezuela, and Ecuador possessing few schools, and those of a very inferior character; a very large majority even of the white and creole inhabitants cannot read or write, and of the Indians, the number who can do so is very small. In French and Dutch Guiana, the condition of things is not much better; while in British Guiana there are many good schools, and about one in thirteen of the population, including the Indians and Negroes, are in attendance upon them. Brazil is making great efforts to diffuse education among her people. The emperor is deeply interested in its promotion, and a very efficient system has been organized, but as yet cannot be enforced, except in the larger towns. There are colleges, or faculties of science, in most of the principal towns, universities at San Paulo and Pernambuco, and academies or lyceums in the smaller towns. At present, not one-sixtieth of the inhabitants are in school.

The Argentine confederation, and the State of Buenos Ayres, have hitherto paid very little attention to education. The *guachos*, who form a majority of their native population, are a rough, semi-savage race, who care nothing for books, and regard schools with contempt. In Buenos Ayres, there is a very considerable foreign population, who are generally intelligent, and who have encouraged the establishment of schools of a high grade.

Uruguay possesses even less educational facilities than the Argentine Republic. Paraguay, on the contrary, has a system of parochial schools, established by the Dictator Francia, and, relatively to most of the other South American States, may be considered as occupying a high rank in the matter of education. Chili is in advance of any other State of South America, in its educational condition. Its system of schools embraces all grades, from the university to the primary school; Bolivia and Peru are, like the States north of them, enveloped in ignorance. In the larger towns there are some schools, and in Lima, a university, dating from 1551.

The impulse which has been given to education throughout Christendom, within the last fifty years, has already accomplished vast results in improving all the apparatus of instruction and the methods of teaching. In the German States, it has induced thorough professional training, by means of normal schools and teachers' seminaries, the general abandonment of corporal punishment, the introduction of oral exercises, blackboards, and thinking-lessons;—in Great Britain, a reduction of the extreme severities of former times, better qualified teachers, and greatly improved text-books;—in the United States, very great improvements in the architecture of school-houses, in the organization of normal schools, teachers' institutes and teachers' associations; the introduction of globes, blackboards, charts, &c.; a milder and better discipline, improved methods of teaching, and the substitution of really scientific and well-adapted text-books for the imperfect and ill-arranged treatises previously in use.

Within a few years past, the competition in the production of school-books has perhaps been carried to an injurious extent; but no one can compare those now in use, with those in the schools fifty years since, without becoming satisfied, that the progress has been almost miraculous. The danger most to be feared at the present day, in these books, is that the process of simplification may be carried too far, and the pupil be led through a wearisome round of text-books, with but little real advancement in knowledge.

The improvement in school architecture has been very progressive. But the most efficient measures for the improvement of education, have been the establishment of normal schools, teachers' associations, and periodicals.

In the department of higher education, there has also been material advance. The curriculum of study has been enlarged, the requirements for admission raised; the examinations have become true tests of scholarship; higher attainments have been required in the professors; scientific schools have been established in connection with several of the universities, and separate schools of mines, chemistry, physical science, and civil engineering, organized.

Astronomical science, within the past fifty years, has made great progress, both in Europe and America; and in every department of physical research, more has been accomplished than in any previous century.

We may look with certainty for an advance proportionally much greater, in the coming fifty years. Civilized nations appreciate, as they have never done before, the advantages of education; and, ere long, the teeming millions of China, Japan, and India, driven from their slumber of three thousand years, by the impulses of the electric wire and the rush of the locomotive, will join with the enlightened nations of the West, in seeking a higher intellectual development, and the beneficial results of a purer science.

2. EDUCATIONAL QUESTION IN IRELAND.

The official reply of Mr. Cardwell, to the Irish Roman Catholic prelates, has since been made public, and from which we quote some extracts.

"In Ireland, Parliament assigns a considerable sum to the purpose of national education, and as this sum is drawn from taxes contributed by all, so it is devoted to an object in which all are equally concerned, the institution and maintenance of schools, where an excellent instruction is offered equally to every denomination of Christians. In the benefits conferred by such an application of the public money, the Roman Catholics largely participate. Of the total number of 5,335 schools mentioned in the last report of the commissioners, as in connexion with the board in March, 1858, and educated in the whole 569,900 pupils, 3,683 schools were under Roman Catholic patrons, and 481,000 pupils belonged to the Roman Catholic church; of every 100 pupils in attendance, 84 were Roman Catholics; of the teachers of all classes in the service, 80 in every 100 were Roman Catholics; of every £100 paid to those teachers, £80 were paid to Roman Catholics.

"In the schools of which the patrons are Roman Catholics, the religious instruction is Roman Catholic; while in all the schools vested in the National Board, Roman Catholic pastors have free access before and after school hours—for the purpose of giving instruction—to the pupils of their own church.

"For this instruction every facility is offered. All the State requires is, that during school hours a good education, open to all Christians, should be given; and that no child should at any time be required to receive or be present at any religious instruction of which his parents or guardians disapprove.

"This system has now been in operation nearly thirty years. It has educated a whole generation, and is universally admitted to have conferred the greatest benefits upon the population of Ireland. Its maintenance must ever be an object of the utmost interest to a government anxious to promote the welfare and happiness of the Irish people.

"In replying, therefore, to the memorial of the Irish Roman Catholic archbishops and bishops, Her Majesty's government desire, in the first instance, to express in the plainest terms their steadfast adherence to the principles on which the national system of education has been created. Those principles were clearly laid down by the Earl of Derby, then Secretary for Ireland, in the well-known letter addressed by him to the Duke of Leinster in the year 1831. They secure to the clergy their legitimate right of conveying religious instruction to the members of their respective churches, while at the same time they sustain the just independence of the laity, whether Roman Catholic or Protestant. They have been repeatedly and deliberately considered in parliament, and constitute the recognised conditions on which education in Ireland receives assistance from the State."

3. ELEMENTARY EDUCATION IN IRELAND.

Elementary education is a subject which is so seldom discussed in our high-priced reviews, that we deem it right to direct attention to an article in the last number of the *Edinburgh Review*, bearing the title, "Expense of Public Education in England." The writer of the article is evidently favourable to the maintenance of the existing system of the Committee of Council, subject, however, to important modifications. The debate on Mr. Wise's motion (which by the way, was carried) for a Committee of the House of Commons to revise the expenditure under the head of the "Civil Service Estimates," clearly showed that considerable alarm is felt by many members of the House (Mr. Gladstone and Mr. Bright being among the number) in reference to the rapid strides which the grant for education is annually making. The Committee of Council on Education have already commenced reducing their grants; and a royal commission is now sitting to consider the whole question of popular education, and if possible, to suggest measures for the future. No doubt the financial part of the question is an important element in their inquiry, and one which engages serious attention. In their last report, the Committee of Council stated that the total number of children for whom they would probably have to provide school-accommodation, teachers, &c., is 3,000,000. The number of teachers required for this supply of scholars was said to be 300,000. The total expense has been estimated at a sum somewhere between two and three millions. The writer of the article to which we have referred, attempts to prove that only 2,000,000 children are likely to be in inspected schools; that only 200,000 teachers will be required; and that even if the grants are not reduced, the total demand on the national exchequer would not exceed the sum of £1,600,000. But the writer suggests various reductions. He thinks that the capitation-grants might be discontinued, and observes that those grants "have scarcely answered their object; that the general opinion is, that they have not to any material extent prolonged or increased the attendances; and it is certain that in some cases they have merely replaced local contributions; and that in others the condition on which they are granted, namely, that the school-pence shall not exceed 4d. per week, prevents the managers exacting from parents payments which they are well able to make; so that, instead of increasing the school-fund, they substitute public assistance for private benevolence or parental duty." The writer of the article says he would substitute "stipendiary monitors at yearly payments of £5 or £6, for the worst half of the pupil-teachers." He also thinks that the building-grants are capable of reduction. He would moreover cease to employ "a separate staff of inspectors, exclusively attached to each church or doctrinal denomination." We do not allude to other reductions which have been suggested, but confine the present summary to the points stated above.—*English National Society's Monthly Paper.*

4. REV. W. FRASER ON EDUCATION IN SCOTLAND.

During the past year the Established Church of Scotland received £46,774, being an increase over the preceding year of £9,944; the Free Church received £31,609, being an increase of £3,194; the Episcopal received £5,536, being an increase of £661.

The necessity for legislation is overwhelming, when we bear in mind that, after all our efforts, tens of thousands of children are growing up, a curse to themselves, a burden to the community, a feebleness to the State, and dying as the heathen die.

The extension and elevation of Public Schools in Scotland have hitherto been prevented by incidental and moral obstacles, which may be briefly stated, and which are too well known to require explanation:—

I. The exclusive claim of the Established (Presbyterian) Church to the Parish Schools.

II. Extreme voluntaryism.

III. Prevailing educational apathy. The public in Scotland are sick of the subject, and nauseate further discussion.

The foregoing sentiments and statements form a brief but almost *verbatim* outline of evils detailed in a pamphlet recently published by the Rev. William Fraser, of Paisley.* Now, educationally speaking, we have a great respect for Scotland. But we cannot shut our eyes to the fact that, comparatively speaking, Scotland, in educational matters, is at the present time, and has been for some years, retrogressive.

With regard to the Universities, a correspondent of the *Times* lately observed that there are causes of weakness and languid activity in the Universities over which the Professors have no control, which a board of supervision is equally powerless to remedy. There is a want of organization, of unity, of *esprit de corps* in the several Colleges; what there is of this comes from the clubs and associations of the students themselves. In regard to the studies of the place, the class-room is the "be all and the end all." There is nothing to lead the student to advance further in his studies than the Professor has led him; there is no authoritative review of work done which aims at more than ascertaining that the student has paid a fair attention to the lectures. University distinction is hardly possible where the only publication of honours gained is a single advertisement in a local newspaper.

More than two years since, Professor Blackie, in his introductory lecture at the commencement of the Session, said—"Those who still choose to indulge themselves in the pleasant occupation of contemplating our academical excellencies, real or imaginary, may do so. I have a more serious business on hand, and, so long as I see the most glaring defects and the most unmitigated absurdities tolerated in our existing University system, shall consider it my duty on every suitable occasion, to stand forward and denounce them, that both my own usefulness may no longer be marred, and the intellectual character of the nation no longer degraded by the continuance of puerile practices in our highest seats of learning, which only the most besotted ignorance can defend, and nothing but the most culpable laziness can tolerate."

In the course of his lecture, the Professor observed—"What I call on the Scottish people to do in reference to this matter is, that while they continue every fair encouragement to the talented sons of the poor, they should beware of allowing their professors to dole out rations of meagre soup by way of charity, which the sons of the rich will despise, and which must have the effect of causing our academic halls to be deserted by the most cultivated classes of the country. We must manage matters so that no young man of enterprise and talent, whether rich or poor, shall have occasion to go to Oxford or to Berlin because in the metropolis of Scotland he cannot find teachers who have both time and talent to carry him on to the most advanced heights of his particular study."

* "The Educational Condition of Scotland." Paisley: Robert Stewart.

Then with regard to the subject of study, "When the results of the Scottish system as respects classics are set against English, we find that, while the Oxford exclusive system has produced a long series of profound theologians, exact philologers, and highly-cultivated gentlemen, the Scottish *laissez-faire* system has produced none at all. This may be a useful fact for those shallow would-be philosophers who think that Greek and Latin can be brought into the market of the world exactly on the same principle and with the same prospects as boots and shoes. But there are other things to be noted. The long neglect of classical learning in the Scottish Universities has generated a habit of thought, natural enough to mere money-making men, that Greek and Latin are of no use, and the Scottish Universities are precisely for this reason entitled to take their stand far above the English, because they produce no scholars—a term which, in the minds of these objectors, is synonymous with a pedant, a gerund-grinder, and a book-worm."

Again: "With regard to history and theology, we are forced to confess with shame and confusion of face that, except in the single department of local and native history, which receives effective support from some members of the Faculty of Advocates, all historical research has died out in Scotland. In fact, without philology, many of the most difficult problems of historical research are impossible; and the same thing must be said of theology. Scotland produces, no doubt, effective popular preachers, who in their way may vie with any pulpit orators in Europe; but there is in our Church everywhere felt a woful lack of historical knowledge, and, what springs out of that, philosophical survey. No pious thinker, harassed with religious doubts, the solution of which lies in the deeper region of historical research and philological criticism, will apply to a Scottish divine; and all this intellectual degradation of our National Church, when traced to its proper roots, as Dr. Chalmers saw and said forty years ago, proceeds from the fact that we do not teach philology thoroughly in our Schools and Universities, but occupy our Professors with the vain show of scattering learned seed, which, as matters are arranged in Scotland, never can produce fruit."

In adverting to the method of study the Professor took occasion to observe, "There is no lack of money in the country. There is a want of intelligence only, and of a lofty purpose. Many are altogether ignorant about the state of our Universities; many are indifferent; others are full of that vain conceit and windy delusion which our insular habits and our situation in a corner of Europe are so apt to generate."

This is certainly not complimentary, but we fear that it is too true at the present moment. Mr. Fraser's pamphlet leads us to suspect that no material change for the better has taken place within the last three years. "With regard to discipline, a single word will suffice. As a whole, unquestionably the English discipline is far more complete and more effective than ours. In Edinburgh we are in many points, even as compared with the other Universities of Scotland, almost perfectly lawless;" and in conclusion the Professor said—"In Scotland the flame of youthful intellectual ambition is systematically blown out and extinguished at the very moment when it most requires to be fanned. This will never do. This is the system that, in the midst of much talk about our parochial Schools, Universities suited to the genius of the people, and so forth, has brought Scotland to such a pass that, except in the one department of medical science, which is based upon a practical and utilitarian interest, and some branches of physical science bearing on the interests of practical life, with the happy accident here and there of a distinguished man, our Universities are hardly known in the wide republic of European research, and must assuredly sink more and more into contempt, unless we speedily change our system and adopt a principle the very reverse of that which has hitherto guided us in these matters. * * * Let us encourage learning as we encourage lawyers, and we shall soon see that Scotland possesses men able to rival both the exact erudition of England and the profound speculation of Germany. There is no want of working power among us; but even Scotsmen, whose brains are as hard as reapers' loins, cannot afford to study and to starve at the same time. But unless this change take place, and that with quick decision, I must confess I see no hope of Scotland being able to regain the ground in the intellectual world which she has lost. Already, with open Fellowship and increased Scholarships in Oxford, the tide of intellectual ambition in our young men flows more and more besouth the Tweed, and every day pungent proofs are brought before the observant eye that Scotland has already inflicted a deep, and it may be an incurable, wound upon herself, by neglecting to work out the complete educational scheme three centuries ago promulgated by her great prophet, John Knox, and voluntarily surrendering to a foreign people and to a strange system the highest education of her noblest sons." We have here a strong weight of evidence to show that Scotland is not in so advantageous a position with regard to education as is generally supposed.—*English School and the Teacher.*

5. EDUCATION IN TUSCANY.

I have often expressed my surprise that the Tuscan Government could, under present circumstances, find sufficient leisure, calmness of mind, and above all things, money, to provide for the thorough and permanent organization of public instruction; my duty, however, is not to judge of the expediency or opportunity of Government measures, but simply to report them with that accuracy and minuteness which may enable the reader to come to a clear understanding of what falls under my immediate observation. As Tuscany seems determined to be nothing unless she be a schoolmistress, it may not be uninteresting to see how she proceeds to the business of opening her school.

From the very time that the Tuscan Republics were united under the sceptre of a Duke, or Grand Duke, Florence, the capital, felt that she could do no less for her old rival, Pisa, than allow her to become, or rather to continue to be, as she always was, the seat of Tuscan learning. At a somewhat later period, however, Siena came also under the sway of Cosmo de Medici, and the academical institution there extant was suffered for centuries to flourish side by side with the Pisa High School; so that Tuscany laboured under the disadvantage of having two universities. About a score of years ago some distinguished gentlemen, equally anxious for the welfare of the country and the real progress of academical studies, urged the Government to unite the two institutions, by simply suppressing the University of Siena. The city of Siena, however, resisted this measure might and main; and, as its university had been either privately or municipally endowed, the common rules of right of property forbade an act of sheer spoliation, and the Government came in 1852 to the resolution of creating one Tuscan university, by dividing the studies or faculties equally between Pisa and Siena. The studies of philosophy and philology, of mathematics and medicine, were established in the former city; the legal and divinity schools resided in the latter.

It was thought at the time, doubtless not without reason, that political, no less than economical causes, had led to that division. It seems that the Government, since the events of 1831 and 1848, had conceived the utmost dread of the aggregate mass of students whom the fame of its university attracted to Pisa. On the *divide et imperia* principle, the Government broke the sinews of that dangerous institution, drove from it the strangers—Corsicans and Greeks chiefly—who flocked to it, and by the suppression of liberal chairs, such as those of agriculture, political economy, moral philosophy, &c.; and the removal of popular professors, such as the illustrious Silvestro Centofanti, who was put off with a sinecure as inspector of the libraries, they so utterly humbled and laid waste both the universities, that those unfortunate spectre cities, which are nothing without the presence of their students, had fallen into the utmost desolation and decay.

I have been assured in the very best quarters, and have the most convincing proofs, that the same Vandalic war against schools of every description was carried on by the late Government with a relentless animosity, which could not have failed to plunge the Grand Duchy into utter barbarism, had it not been for the reaction it called forth on the part of this lively and intelligent population, who supplied, by means of private establishments, the lack of adequate public educational institutions.

The movement of the 27th of April naturally enough aroused a desire to undo all that had been done by the illiberal fallen rulers, and a decree of the 30th of the same month ordered the re-constitution of both the universities of Pisa and Siena. Pisa was to be restored to all its former lustre, and was to have six faculties—theology, law, philosophy and philology, medicine, mathematics, and natural sciences. The professors were to be between 50 and 60; the University of Siena was to have only the three faculties of theology, law, and medicine. To both, however, the Minister has shown the greatest liberality by creating new chairs and new professors, increasing salaries and emoluments, and adding to the endowments of libraries, museums, laboratories, &c. The Pisa professors enjoy a salary of 4,000f. yearly; those of Siena only of 3,000f.; to both a triennial increase of salary is allowed, which, for the professors of Pisa, averages a sum of 200f. These stipends, which may be looked upon as unprecedently liberal in Italy, do not, however, enable these instructors to live beyond the limits of the barest decency. Prices have lately risen throughout Italy, and an increase of pay to all civil as well as military officers has become a matter of absolute necessity, so that the Marquis Ridolfi deserves the most unqualified praise for providing for the comfort and decorum of men who, after the magistrates, are trusted with the mission of the most vital importance to the State.

The government of the universities was in former times entrusted to a Provveditore, or Principal, appointed by the Crown, and to a council, of which each faculty freely elected a member. The Grand-Ducal Government had gradually done away with the action of the elective council, so that the Provveditore's rule has become perfectly

absolute. The Marquis Ridolfi has not only restored the council, but, by enacting that even the Provveditore, or Rettor Magnifico, should spring from free election, aims at restoring to the Tuscan seats of learning that self-government which the Italian universities all owed to the Republican times in which they were constituted—a principal of self-government which the German, English, French, and Spanish universities generally imitated.

Connected with and subordinate to the universities are the lyceums, under which, again, the gymnasiums are ranged. The principal lyceums are established at Florence, Pisa, Siena, Arezzo, Pistoia, Lucca, and Leghorn. They are uniformly endowed by the State, so as to answer the purpose of preparatory seminaries for students destined to the universities; they will have from 10 to 12 professors each; but the town-council of each place where a lyceum is opened may add to the Government endowment, out of the municipal funds, any sum of money, which may enlarge the sphere of action of the local institution, and enable it to send forth its pupils well grounded in the studies belonging to the first or second year of university education. The gymnasium, again, is only an institution preparatory to the lyceum, and it is the desire of the Government to found as many gymnasia as there are towns and boroughs in the State.

It is, however, of the greatest importance to observe that the object of all instruction in Tuscany, throughout all the phases of gymnasium, lyceum, and university, is twofold. Education is to be classical and technical, academical and social. Side by side with the learning of dead languages and abstract sciences are to be commercial, agricultural, and all other practical studies. It is with that view that *agrarian* chairs, the last of which was abolished at Pisa by the Grand-Ducal Government, have been established not only in both universities, but in every lyceum, together with professorships of Greek literature, which had also—it is difficult to say for what reason—everywhere been suppressed.

By the late foundation of an "Institute of Superior Practical Studies and of General Improvement," to which I alluded in a former letter, the centre of all this vast and magnificent educational system, will be established in Florence. Besides her own lyceum, gymnasium, and a variety of other places of learning, Florence will have, first the Academical Institute, or Upper School of Law, Medicine, Philosophy, and Philology, Natural Sciences, &c., which will be considered as a complementary university, intended for the finishing of students already graduated at Pisa and Siena; secondly, the Technical Institute, for the upper studies of those who in the subordinate establishments made their pursuits subservient to some social or industrial purpose; and thirdly, the Agricultural Institute, of which, also, I gave an account, in which the young farmers, educated at the agricultural establishments and model farms to be attached to every lyceum, may complete their information. It is but justice to the late Government to say, that the embryos of most of these institutions already existed in the capital. To the medical school of Santa Maria Nuova little will have to be added to turn it into a most efficient branch of the finishing institute. The museums of natural history, the anatomical preparations in wax-work, &c., are among the objects which render Florence attractive to foreign visitors. Still the Marquis Ridolfi is bent upon enlarging all these institutions upon a scale of splendor amounting to almost a new foundation; and all that is being done for literature and science will also be extended to the fine arts, every school of which will have its centre in a re-constituted Florentine Academy.

For mere popular instruction very little had ever been done in Tuscany, and the only normal school which had been opened in Pisa had been suffered to fall into the utmost neglect. The Minister is full of grand plans for the establishment of schoolmaster schools *(Scuole Magistrali)*. Uneducated wretches, chiefly priests, often receiving no higher pay than fifty francs yearly, by which they eked out the scanty subsistence afforded to them by the mass, had the care of most of the Tuscan village schools. It will be difficult to provide for good masters, and no less difficult to find them. Tuscany has a vast number of dioceses and archdioceses, and to each of them a seminary or a divinity school, with all preparatory branches of tuition, is attached; she has swarms of priests, and only the poorest and most abject of them have any thing to do with the people's education. The Church has almost altogether proved false to her mission as a popular instructor. The intellectual food that she supplies to the multitude not only is miserably scanty, but it is also held utterly unwholesome and deleterious by those who have now the destinies of the country in their hands. Not only must the priest make way for the real schoolmaster, but must also pay for him. In Tuscany, as in Piedmont, and everywhere in Italy, the settlement of the national political question will, sooner or later, lead to a revision of accounts between State and Church, in which the former will have to turn to the profit of popular education part, at least, of the riches which the latter enjoyed upon the understanding that education devolved upon her as the most sacred of her duties.

In all these measures, the Marquis Ridolfi gives us clearly to understand, Tuscany does not work for herself merely, but for all Italy. Pisa, Siena, and Florence, put together, will not merely make up a primary and secondary school, a university and institute for the youth of this province, but for the students of the whole peninsula; its normal academies will turn out masters, not merely for the Tuscan, but for all Italian villages. Florence is to be the Athens, Tuscany the Attica of Italy. Her ancient civilization, her pure dialect, her great literary and scientific achievements, and the very bent of her people's mind—everything seems to point out to Tuscany the expediency of taking upon herself the task of schoolmistress. "*Etruria docet!*" is the motto of the present Tuscan Minister.—*Times Correspondent.*

6. EDUCATION IN ALGIERS.

The lady traveller who wishes to penetrate into the inner life of those mysterious houses of Algiers, of which I have endeavored to give my readers an external impression, should cultivate an acquaintance with Madame Luce, than whom no Algerine resident will be found more intelligent and polite. Madame Luce is a stout, sunny-faced French wowan, who has opened a school where more than a hundred little Moresques are learning reading, especially French, writing, arithmetic, and various kinds of needlework and embroidery. She inhabits a fine old Moorish house, in the very heart of Algiers, and the story of her life is as romantic as its achievements are remarkable. She came to the colony thirty years ago, and was at first a private governess; but as time went on, and she realised the social degradation of the women of Moorish families, she set her heart on founding a school for the education of little Moorish girls. Her facilities were indeed few. She had acquired the Arab language, and was intimate in several Musslman households; but she was poor, and a widow (her name was then Madame Allix), and the enterprise was entirely novel. Government had already established schools for instructing native boys in French, under a system by which each elder scholar receives two francs a month for attendance: but these institutions were not flourishing. The Mahometans entertained a great dread of religious proselytism, more particularly if the Catholic priesthood had any share in the work.—As to the girls, nobody ever thought of them, except in such cases (rare, and only connected with charity,) in which they fell under the eye of the Sisters of Charity. Madame Luce (I use her present name to avoid confusion) began her scheme of action in 1845 (fifteen years after the conquest), by endeavoring to persuade the Moorish fathers and mothers to entrust their little girls to her for a few hours a day, that they might be taught to read and write French and to sew neatly—an accomplishment in which the Moresques are as deficient as in Latin or mathematics. She coaxed and entreated, made solemn promises not to interfere with the religion of the children—without which assurance, and its being believed, she would not have got one pupil—and at length, by tact, energy, and a few presents, she got together four little girls—*such* little girls, if they were like the present scholars whom I saw—dressed in full trousers and jackets, their hair twisted into long pigtails behind, and tightly bound with green ribbon, a-top of which were little caps of velvet, embroidered with gold thread. The nails of their little hands were tinged with henna, and their legs, perfectly bare from the knee to the ankle, were finished off with anklets and slippers—stockings being apparently unknown. Imagine four young objects thus attired, densely ignorant, and choked up with prejudices, brought to her swaddled up in veils by their mothers or and old servant, either of which would be equally invisible, save for a slit under the brow, permitting two black eyes to pick their way up and down the labyrinthine streets. Upon these four she set to work without delay, and by degrees, as a rumor of the school spread from household to household, by means doubtless of the morning calls which the Moorish ladies made from house to house, by stepping like cats from roof to roof, the school increased to thirty or forty pupils. Madame Luce then applied to the local Government for the same support which it afforded to schools for boys, on the plea that it was in vain to try to civilize the population of Algiers while the mothers of the next generation were left in ignorance and degredation. But the Algerine officials could not be brought to see any good in educating women; and though they complimented Madame Luce on her energy, they declined giving her any money. What was to be done? Her slender purse was exhausted, and the expenses were heavy; the children had to be bribed to come, and the poorer ones to be helped with food and clothes. Then there was the hire of the school-room and the purchase of school books; and though her moral aims were answering, and though she could not make both ends meet, and there seemed no resource but to close the school,—and on New Year's Day, 1846, the school was closed. This undaunted woman then actually resolved on a trip to Paris, across nine hundred miles of sea and land; and she straightway pawned her little plate, her

trinkets, and a gold thimble given her by a friend, and started off for the capital, which she reached early in February, and there she at once memorialised the Minister of War, visited the most influential deputies, and by dint of indefatigable representations, saw daylight break upon the sympathizing official mind. The Parisian authorities behaved handsomely, defrayed the cost of her journey, and urged her to return at once to her work, promising aid. She obeyed, and reached Algiers in June, where she re-opened her school amidst great rejoicing from parents and children. But seven months elapsed before the Home Government really fulfilled its promises, and she had often much *ado* to meet expenses from day to day. The Curé of Algiers gave her a little money and much sympathy; and Comte Guyott, a man in high office, helped her from his private purse; and at length, in the beginning of 1847, the dark days were over; her school was fairly adopted by the Government, its expenses were defrayed, and a proper salary allotted to herself. In 1857 the school numbered 150 pupils of all ages from four years old to eighteen. I visited it three times. On the first occasion the children were eating their dinners, which they brought with them; on the second they were writing—some making pothooks in large text, and others writing all from French dictation, in a small, bad, running hand. The main object is teach them French, so as to put them in communication with Europeans; and the Arabic race display a remarkable facility in acquiring that language. I have heard Moors speak it with the most perfect ease and the purest accent. The third time the whole school was sewing—making white towels and green cotton frocks. Madame Luce pays great attention to the sewing, and to such industrial education as she can find means to impart, for the Mahometan woman has no means of gaining a respectable livelihood by her own exertion; and this deficiency is a grievous plague-spot in society, as may be easily conceived. At the Great Exposition in Paris, in 1855, Madame Luce gained a first and second class medal for work done in her establishment. Among the specimens was a set of dolls, carefully dressed in native costume, many of which were executed by a poor deaf and dumb girl, whose lot, but for Madam Luce, would have been deplorable. The school possesses a Moorish assistant, who has passed a regular examination and taken out her diploma. This young woman dresses in French custom, except when she walks out with her mother, in conformity with whose feelings she then wears a veil.—*The Eclectic.*

7. ENGLISH TAUGHT IN NORWAY SCHOOLS.

A correspondent of the *Athenæum*, at Christiania, states that the English language has of late become a compulsory branch of education in the public schools in Norway.

II. Papers on Practical Education.

1 MEANS OF SECURING PUNCTUALITY AND REGULARITY IN SCHOOL.

The pious Lavater says, "The great rule of Moral conduct is, next to God, to respect time." If time is valuable anywhere, it is emphatically so in the school-room, where the success of all is so largely dependent upon the success of every individual. Hence the means of securing the most perfect punctuality in attendance at school, is a topic of deep interest to every earnest teacher.

In much of the business of life promptness is a virtue as rare as it is important. Many fail to appreciate its advantages, and many more fail to practise what they esteem in others. This element of character is peculiarly desirable in all persons who are associated with others for the achievement of any object in common. Therefore it is essential that all the pupils of a school should be rigidly prompt to secure the greatest success. On the contrary, in many schools much time and patience are sacrificed by tardiness and dilatory movements. The teacher is conscious of the evil, but fails to apply the proper remedy. To such a teacher, it is hoped that the following hints, though simple in themselves, may furnish some suggestions that will be valuable.

Nothing is more potent in the school-room than the example of the teacher. Every eye watches him. The teacher should first examine himself, and inquire whether this evil is the result of his own conduct. If he can honestly say, that he himself is never one minute late, that every session commences and *closes* precisely at the appointed time, that every recitation has its exact limit, and its time is invariably respected, and that it is his aim at all times to teach his pupils by example as well as by precept, that "every thing" is "beautiful in his time," he has employed the most efficient means to make his pupils punctual.

Next to the example of the teacher the interests of the pupils should be made available. Let the good to be obtained, not merely in the aggregate, but from each hour's employment at school, be impressed upon the pupil's mind. Let him habitually regard it as a real benefit, to be gained or lost by him, and every hour will have its estimated value, while that estimate will depend entirely upon the intensity of the pupil's interest in the work of the school-room.

The writer of this article recently asked of the superintendent of a large manufacturing establishment, what inducement brought in, with such regularity and promptness, so many operatives of all ages. He replied, that when the hand of the clock points to the exact minute, the machinery moves, and every one must be in his place, if not, an hour is deducted from his time table. This would amount to a tenth of his wages, say from a dime to a shilling. The result of this practice is, that every one, from the oldest to the youngest, is at his post an hour much earlier than that appointed for the commencement of our public schools. Let the school exercises be such that the pupil will value them as highly as the factory boy does his wages, and the results will be equally satisfactory. The teacher must never rest until he has made the school-room and its work so attractive that every pupil is unwilling to lose any portion of the regular sessions.

It is well to arrange the order of exercises with this end in view. If anything of particular interest, or out of the regular course, usually receives attention at the opening of school, and the pupil has learned that there will be no delay, his place will seldom be vacant.

Constancy in attendance is equally necessary to secure success in the school-room. Yet in this city, the absence in some schools has often been as high as ten, fifteen, and even twenty per cent. In the public schools of the whole State, it appears from the published reports for several years past, that more than one-fourth belonging to those schools are constantly absent.

What can be done to prevent, as much as possible, this vast amount of absence, is, therefore an important question. No teacher can control many causes of absence. Sickness, casualties, and unforeseen emergencies are beyond his reach. But many teachers do accomplish much more than many others. Often a change of teachers, in the same school, has been attended with remarkable changes in respect to attendance. What means does the successful teacher employ to accomplish his work?

A careful inspection of the records is essential. Many teachers give but little attention to the daily history of their schools, and when the term closes, are astonished to find so many absences recorded. A more careful examination, from day to day, would show who are most frequently absent, and suggest at the time the inquiry whether all the absences are necessary ones. Coupled with this practice, frequent notices of absences, sent to parents at the time they occur, almost entirely check all traces of truancy, and very frequently unnecessary absence. In some schools every absence is reported at the time, and the best results are known to follow.

The teacher can accomplish very much by visiting parents whose children are frequently absent. A friendly interview enlists the co-operation of the parent which is essential, as the parent can detain his child from school at his pleasure. Nor is it unusual, that the visit and cheering words of the teacher prove to be more efficacious than those of the physician in restoring the health of his invalid pupils.

We all love to be appreciated. No one is unmindful of the recognition and just valuation of his efforts. Children, especially, are gratified when they receive merited praise. When they make exertions to be punctual, often attending school when their parents are not only willing but even prefer that they should be absent, such cases should be commended. Others, who are constant in attendance for an entire term, or for a year, may well be encouraged by some notice on public occasions, when parents or friends are present.

Emulation, judiciously employed, is another powerful motive. Different classes in the same school, or different schools in the same town or city may be induced to emulate each other.

An effective method of accomplishing these results has been found in the use of printed statements, in which the names of pupils who have been constant in attendance for a stated period appear, together with other statistics, such as the teacher may choose to insert In one school in this city where this plan was adopted, every boy, except one, in one room, was perfect in attendance during an entire term, and he was absent but four half days, on account of sickness—making the percentage of attendance 99.8. In the same school is a girl, residing more than half a mile from the school house, who has been perfect in attendance at the public schools twenty-two terms, or five and a half years. Any plan that is attended with such results is not altogether unworthy of notice.

If it is objected that many of the motives referred to above are likely to produce impulsive efforts, rather than lasting good, it can well be said in reply, that during a single term many pupils will acquire a new interest in their studies, if they can pursue them

without interruption, and will form habits of regularity which will continue with them through life.

As we have said before, in securing promptness, so the real secret of success in securing perfect attendance lies in creating a lively interest in the mind of the pupil for school exercises and school work. It is in this direction that the teacher must prosecute his labors with the most untiring assiduity. No pupil will fail to enjoy what he loves. If he neither loves the place, the work, nor the teacher, he will be frequently on the absent list. Every such pupil must be the teacher's especial care till a change is effected, and become as regular as he has been inconstant, as deeply interested in his studies as he has been in his pleasures.

This element of a school may often afford the teacher a valuable index of his own success. While it proves a source of encouragement that his labors have been well directed, it may also be an incitement to more earnest efforts to prevent the defeats which he has already experienced. If in the review he finds it to be a difficulty too formidable for him to overcome, he may seriously inquire whether, after all, he has not mistaken his vocation.—*Rhode Island Schoolmaster.*

JOURNAL OF EDUCATION,

Upper Canada.

TORONTO: JULY, 1860.

* Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (nearly 800 per month) on various subjects.

HOLIDAYS, AND VACATIONS, &c., IN THE COMMON AND GRAMMAR SCHOOLS OF UPPER CANADA.

(Adopted on the 3rd of October, 1850, and revised on the 11th of July, 1860, by the Council of Public Instruction, as authorized by the Consolidated Common School Act, 22 Victoria, chapter 64, section 119, sub-section 4.)

A number of letters have recently been received at the Educational Department, asking whether the provision of the amended School Act, making every Saturday a holiday, applies to teachers' engagements at present in force, or whether teachers should not be compelled to make good the loss of the new holiday. The reply has invariably been, that the provision of the recent statute applies, from the date of its passing, to all contracts affected by it, and made under the Act which it amends—no provision having been made to restrain its application to them. Besides, the new Saturday holiday was not given for the exclusive benefit of the teacher; it was given for the benefit of both pupil and teacher, and affects all parties concerned alike. To make the teacher suffer the loss of the holiday given for the general good, is not only contrary to the School Regulations, but also to justice and fair play.

The necessity of making some changes in the holidays observed in the Common Schools, having been under the consideration of the Council of Public Instruction, the regulations at present in force, were revised as follows. The only new features in these Regulations are: the abolition of the Easter holidays (excepting Good Friday) and the extension of the summer vacation *in cities, towns, and incorporated villages only*, from *two* to *four* weeks. The newly-amended School Act makes every Saturday a holiday in all the Common Schools.

"1. The hours of teaching each day shall not exceed six, exclusive of all the time allowed at noon for recreation. Nevertheless, a less number of hours for daily teaching may be determined upon in any school, at the option of the trustees.

"2. Good Friday, and every Saturday* shall be a holiday as directed by the statute.

"3. There shall be two vacations in each year: the first, or summer vacation, shall continue for *two* weeks from the first Monday in August; the second, for eight days, at Christmas.

"NOTE.—In cities, towns, and incorporated villages, the summer vacation shall continue *four* weeks, from the first Monday in August.

"4. All agreements between trustees and teachers shall be subject to the foregoing regulations; and no teacher shall be deprived of any part of his salary on account of observing allowed holidays and vacations. (*See notes * and † below.*)

"5. Union grammar and common schools are subject to the regulations affecting holidays and vacations in grammar schools, as follows:‡

TERMS, VACATIONS, DAILY EXERCISES, AND HOLIDAYS IN THE GRAMMAR SCHOOLS OF UPPER CANADA.§

"1. There shall be four terms each year, to be designated the winter, spring, summer, and autumn terms. The winter term shall begin the 7th of January, and end the Tuesday next before Easter; the spring term shall begin the Wednesday after Easter, and close the last Friday in June; the summer term shall begin the second Monday in August, and end the Friday next before the 15th of October; the autumn term shall begin the Monday following the close of the summer term, and shall end the 22nd of December.

"2. The exercises of the day shall not commence later than nine o'clock a.m., and shall not exceed six hours in duration, exclusive of all the time allowed at noon for recreation, and of not more than ten minutes during each forenoon and each afternoon. Nevertheless, a less number of hours of daily

* The number of teaching days in the rural Schools, in each month, omitting the allowed holidays and vacations, is as follows:

(*First half of the year.*)		(*Second half of the year.*)	
January	22	July	22
February	20	August (cities, towns, &c., 2)	18
March } As Easter is change-	22	September	20
April } able, these will vary.	20	October	23
May	24	November	22
June	21	December	16
Total	129	Total	116

† No deduction whatever can be lawfully made from any Teacher's salary for any allowed holidays or vacations; nor for the exemption of payment of rates by indigent persons, authorized by law.

‡ 1. This regulation applies to union grammar and common schools, as the law provides for the union of common schools with grammar schools, not the union of the latter with the former. In all cases, therefore, in which common schools are united with the grammar schools, the union schools are subjected to the regulations which are here prescribed in respect to grammar schools.

2. It should be observed, that the twenty-fourth and twenty-fifth sections of the Consolidated Grammar School Act, empowers boards of trustees to prescribe any duties, or make regulations, in connection with their respective schools, which are not provided for by, or are not inconsistent with, the general regulations prescribed by the Council of Public Instruction, and approved by the Governor General in Council.

§ The vacations in the Model Grammar School have been altered, so as to allow an opportunity to Grammar School Masters of visiting the school during their own vacations. The sessions will, in future, extend from the Monday after Easter until the fourth Friday in July; and from the Monday following the end of a seven weeks' vacation from that day until the 22nd of December. On the 7th of January the school again resumes.

teaching may be determined upon in any grammar school, at the option of the board of trustees.

"3. Every Saturday shall be a holiday; or, if preferred by the board of trustees and head master of any grammar school, the afternoons of Wednesday and Saturday in each week shall be half-holidays. All days declared by law to be public holidays, shall be holidays in each grammar school.

"4. The public half-yearly examinations required to be held in each grammar school, [by the eighth clause of the twenty-fifth section of the Consolidated Grammar School Act, 22 Vic., cap. 63], shall take place, the one immediately before the Christmas holidays, and the other immediately before the summer vacation.

"Adopted by the Council of Public Instruction for Upper Canada, on the 26th day of December, 1854

"Approved by the Governor General in Council as intimated to the Chief Superintendent of Education, on the 15th day of February, 1855."

NEXT SESSION OF THE NORMAL SCHOOL.

The present session of the Normal School closed on the 15th June. The next session of the school will commence on the 8th August. Application for admission should be made in person not later than the first week of the session.

The terms of admission to the Institution have recently been revised by the Council of Public Instruction, as follows:—

NEWLY REVISED TERMS OF ADMISSION INTO THE NORMAL SCHOOL, TORONTO.

(Adopted by the Council of Public Instruction for Upper Canada, on the 23rd day of July, 1851, and revised on the 24th day of August, 1858, and 10th day of July 1860.)

The Council of Public Instruction, anxious to adopt such measures as appear best calculated to render the training of the Normal School as thorough as possible, and to diffuse its advantages over every county in Upper Canada as equally and as widely as possible, adopts the following regulations in regard to the duration of the future Sessions of the Normal School, and the mode and terms of admitting and facilitating the attendance of students at that Institution.

Ordered, I. That the semi-annual Sessions of the Normal School shall be held as follows: (1) The Winter Session shall commence on the 8th day of January, and close on the 15th day of June. (2) The Autumn Session shall commence on the 8th day of August, and close on the 22nd day of December of each year; [and if those days fall upon Sunday, the day following;] each Session to be concluded by an examination conducted by means of written questions and answers, and followed by a vacation as prescribed.

II. That no male student shall be admitted under eighteen years of age, nor a female under the age of sixteen years. (1) Those admitted must produce a certificate of good moral character, dated within at least three months of its presentation, and signed by the clergyman or minister of the religious persuation with which they are connected; (2) They must be able, for entrance into the Junior Division, to read with ease and fluency; parse a common prose sentence, according to any recognised authority; write legibly, readily and correctly; give the definitions of Geography; have a general knowledge of the relative positions of the principal countries, with their capitals; the ocean, seas, rivers, and islands of the world; be acquainted with the fundamental rules of arithmetic, common or vulgar fractions, and simple proportion. They must sign a declaration of their intention to devote themselves to the profession of school-teaching, and state that their object in coming to the Normal School is to qualify themselves better for the important duties of that profession.

III. That upon these conditions, candidates for school-teaching shall be admitted to the advantages of the Institution without any charge, either for tuition, the use of the Library, or for the books which they may be required to use in the School.

IV. That Teachers in-training shall board and lodge in the city, in such houses and under such regulations as are approved of by the Council of Public Instruction.

V. That a sum at the rate of one dollar per week (payable at the end of the Session,) shall be allowed to each Teacher in-training, who, at the end of the *first or second Session*, shall be entitled to either a first or second class Provincial Certificate; but no Teacher in-training shall be entitled to receive aid for a period exceeding one Session.

VI. That all candidates for admission into the Normal School must present themselves during the *first week* of the Session, otherwise they cannot be admitted; and their continuance in the School is conditional upon their diligence, progress, and observance of the General Regulations prescribed by this Council.

VII. That all communications be addressed to the Reverend Dr. Ryerson, Chief Superintendent of Education, Toronto.

By order of the Council of Public Instruction for Upper Canada.

EDUCATION OFFICE,
Toronto, 11th July, 1860.

N.B.—Board and Lodging, for Students, may be obtained at Houses approved by the Council of Public Instruction, at from $2 75 to $3 50 per week.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the masters of the Normal School, and under the authority of the following section of the Upper Canada Consolidated Common School Act, 22 Vict., chap. 64, sec. 107, has granted to the undermentioned Students of the Normal School, Provincial Certificates of qualification as Common School teachers in any part of Upper Canada:

"107. The Chief Superintendent of Education, on the recommendation of the teachers in the Normal School, may give to any teacher of Common Schools a certificate of qualification, which shall be valid in any part of Upper Canada until revoked; but no such certificate shall be given to any person who has not been a student in the Normal School."

The certificates are divided into classes, in harmony with the general programme according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the certificate.

Each certificate is numbered and recorded in the register of the Department in the following order:

Twenty-third Session.—Dated 15th June, 1860.

MALES.

First Class.—Grade A.

1059 Barrick, Eli James (982.)*
1060 Hay, Angus Cameron.
1061 Knight, James Henry (794.)
1062 Platt, John Milton (991.)
1063 Ridgway, Robert (992.)

* The figures in brackets indicate the number of a previous certificate obtained by the student named.

First Class.—Grade B.

1064 Curry, Robert Nicholas (987.)
1065 Moore, Charles Boyle.
1066 Murray, John.
1067 Rouse, William Hiram.

First Class.—Grade C.

1068 Armstrong, John (623.)
1069 Chaisgreen, Charles (996.)
1070 Healy, Michael.
1071 Keffer, Thomas Dixon
1072 Price, Robert (619.)

Second Class.—Grade A.

1073 Farewell, George McGill.
1074 Fotheringham, A. Thomson.
1075 McKay, Hugh.
1076 Mutton, Ebenezer.
1077 Pysher, David (723.)
1078 Sinclair, John.
1079 Stewart, Thomas.

Second Class.—Grade B

1080 Anderson, William.
1081 Barefoot, Isaac
1082 Brierly, Charles.
1083 Buckland, Henry.
1084 Cannon, George.
1085 Chisholm, William.
1086 Craig, George.
1087 Cuthbertson, Edward Greer.
1088 Hill, Alfred.
1089 Hipple, Jacob.
1090 Kiernan, Thomas.
1091 McCamus, William.
1092 McDiarmid, Peter (643.)
1093 McFarlane, Laughlin.
1094 McGregor, Robert Campbell.
1095 McMillan, Malcolm Cameron.
1096 Margach, John Lewis.
1097 Scollon, John.
1098 Sing, Samuel.
1099 Thompson, Alexander.
1100 Wark, Alexander (926.)
1101 Wilson, George.
1102 Wright, Meade Nisbett.

Second Class.—Grade C.

(Expire one year from date.)

1103 Fleming, William.
1104 Hammond, William.
1105 McRae, Alexander.
1106 Mulloy, Nelson.
1107 Richardson, James.
1108 Treadgold, George.
1109 Walker, Thaddeus.
1110 Whitesi.le, Jacob Lemon
1154 Atkinson, Edward Lewis (920.)

FEMALES.

First Class.—Grade A.

None.

First Class.—Grade B.

1111 Collar, Eliza (1038)
1112 Fraser, Catherine (1050.)

First Class.—Grade C.

1113 Ashall, Eliza (670.)
1114 Carroll, Charlotte Jane (1046.)
1115 Hamilton, Sarah Maria (938.)
1116 Kelloch, Agnes (946.)
1117 Mullin, Sarah (1041.)
1118 Robinson, Grace (1042.)
1119 Umney, Lilly (262.)

Second Class.—Grade A.

1120 Bourke, Barbara Anne.
1121 Childs, Sarah Elizabeth (1048.)
1122 Grece, Martha.
1123 Rattray, Jessie Sophia (1055.)
1124 Russell, Mary Jane.
1125 Shepherd, Anne Eliza.
1126 Yeats, Elizabeth.

Second Class.—Grade B

1127 Bedell, Sarah Melantha.
1128 Coulter, Margaret
1129 Dunn, Hannah Olivia.
1130 Farquharson, Georgiana.
1131 Fraser, Charlotte.
1132 Goodfellow, Elizabeth.
1133 Gowanlock, Janet Kidd.
1134 Hall, Agnes (1053.)
1135 Hendershott, Melissa Frances.
1136 McAllan, Annie.
1137 McMillan, Susan Maria.
1138 Sanders, Harriet Louisa.
1139 Scarlett, Catherine (1057.)
1140 Shepherd, Mary Elizabeth.

Second Class.—Grade C.

(Expire one year from date.)

1141 Bethell, Dorinda.
1142 Corrigan, Augusta.
1143 Craigmile, Elizabeth Wilson.
1144 Cummins, Margaret.
1145 Ford, Julia Cadman.
1146 Foster, Mary Louisa.
1147 Gunn, Jane.
1148 Hill, Charlotte Mary.
1149 Lloyd, Eliza Jane.
1150 McLennan, Margaret.
1151 Millard, Alice Gay.
1152 Rogers, Ellen.
1153 Stewart, Annie.

All the certificates of the *Second Class.—Grade C.*, granted subsequently to the 19th Session, have been limited to one year from their date; the following certificates are consequently not valid after 22nd June, 1860:—

713 Brine, Henry James.
714 Burns, Robert.
715 Forrest, John
716 Foster, Jesse.
719 Hillock, Moses.
721 McLelland, John.
722 Maxwell, James.
725 Snell, Charles.
726 Windsor, Francis.
762 Burr, Hester.
766 McCann, Susan.
767 Proctor, Sarah Anne.
769 Thompson, Jane.
770 Wilson, Margaret.
812 Beach, William Godkin.
813 Bielby, William.
814 Brodie, James.
816 Duncan, Alexander.
818 McLennan, Simon.
819 Malloy, Alexander.
820 Bates, James Marshall.
821 Milne, William.
822 Rutledge, James.
823 Walker, Thomas.
824 Way, Daniel Sherman.
864 Barnard, Sarah.
865 Chesnut, Harriet Henrietta.
866 Evans, Jessie.
869 Harper, Jane.
870 Hurd, Helen Marr.
872 Martin, Elizabeth.
873 Serson, Mary.
874 Young, Caroline.
877 Wilson, Helen.
921 Carrie, James.
925 Sinclair, John.
950 Armstrong, Mary.
951 Atkin, Ellen.
952 Beam Rebekah Ann.
954 Fenney, Jane Parker.
955 Flood, Louise.
959 Irwin, Margaret.
960 McPhail, Margaret.
963 Gardiner, Ann.
964 Gardiner, Elizabeth.

N.B.—The certificates numbered as follows are not given above, having been superseded by others obtained subsequently:—717, 718, 720, 723, 724, 763, 764, 765, 768, 815, 817, 867, 868, 871, 920, 922, 923, 924, 926, 953, 956, 957, 958, 961, 962.

Certified,

Education Office,
27th June, 1860.

ALEXANDER MARLING.
Registrar.

IV. Papers on Scientific Subjects.

1. TOTAL ECLIPSE OF THE SUN, JULY 18, 1860.

The total eclipse of the sun, which will occur on the 18th July next, is regarded by astronomers as the most important which will be witnessed during the present century. It will be visible as a partial eclipse throughout the United States, but will be total only in a small part of Oregon and Washington territories. The central line of the moon's shadow will strike the coast 15 miles north of the mouth of Columbia river (lat. 46° 25′ N.) soon after sunrise, and the breadth of the shadow there will be 80 miles. Moving thence in a north-east direction it will pass near to Olympia: across Flathead Lake, and north of Lake Winnipeg, to York Factory, in long. 57° N., and on the south-west side of Hudson's Bay. At Fort York the breadth of the shadow will be 105 miles. It will leave this continent at Cape Chidley (or Chudleigh) the north-east point of Labrador, in lat. 59½° N.; and bending first eastward and afterwards to the south-east, after traversing the Atlantic Ocean, it will reach Spain near to Santander, on the Bay of Biscay. The shadow will next pass over the entire surface drained by the waters of the river Ebro; nearly all the Balearic islands, except Minorca; strike Algeria near Cape Carbon; pass to the south of Tripoli; and finally, at 10h. 46m., A. M., (mean time Washington) it will leave the earth at Mossawa, on the Red Sea. The end of the eclipse will be about one hour later.

At Astoria the duration of the total eclipse will be 1m. 54s.; at Cape Chidley, 2m. 50s.; in Spain, 3m. 30s.; and in Algeria, 3m. 12s. It is during this phase, and when the whole of the direct light is cut off from the observers, that protuberances, sometimes rose-colored, sometimes black, and on other occasions resembling luminous clouds, are witnessed as appendages apparently to the sun. To determine their true character is an object of the most earnest interest in physical science, and at every recurrence of a total eclipse, astronomers undertake long journeys for the purpose of placing themselves near the central line of the shadow, from whence only are the phenomena visible. At the last total eclipse visible on this continent, one astronomer went from France to the Northern part of Brazil; a second from this country (under the auspices of the Smithsonian Institution) traversed the desert to the northern part of Peru; and a third went from Chili also to Peru. The two former were successful; the last encountered a cloudy morning. It is known that the Astronomer Royal of England will go to Santander, and other parties will accompany him thither, to occupy stations at Portugaletta, Bilboa, Pampelona, &c. The Bavarian Astronomer proposes to place himself near the mouth of the Ebro, on the Mediterranean, and the French will occupy Palma in Majorca, and Bugia in Algeria; so that there will be near a hundred observers stretched along the centre of the shadow in Europe and Africa, a force ample to gather a rich harvest of physical results as well as of corresponding data for our geographical question.

2. THE WAY TO TELL THE TIME OF NIGHT BY THE STARS.

With suitable instruments the time can be ascertained by the stars more accurately than it can in any other way; and it is easy to tell it approximately, say within half an hour, without any instruments whatever. Let us describe a simple, rough device, for this purpose, as the easiest mode of explaining how it may be done by the unaided action of the eye and judgment.

Take a keg or barrel hoop, or a hoop of wire, and divide it into 24 equal spaces marking the dividing points for hour points. Con-

nect the opposite hour points by lines of fine twine drawn across the diameter of the hoop. Hang the apparatus against a north window, and place the eye in a line with the middle of the hoop (where the wires cross each other) and the north star. Now any one of the fixed stars in its daily revolutions about the pole, will pass from one wire to the next in an hour. Let us select the nearest pointer in the "diper" (Alpha Ursa Major) for the hour hand on our great clock the heavens. Place the eye at such a distance from the apparatus as to bring this star just within the hoop, keeping the centre of the hoop in a line with the north pole. On the 5th day of March the Star Alpha Ursa Major, will be on the Meridian, directly over the north star, and consequenty in a line with the upper vertical wire of our apparatus at 12 o'clock midnight; and as it passes from one wire to the next in an hour, if it be seen in line with the first wire at the right of the vertical one, the time will be 11 o'clock, in a line with the second wire at the right 10 o'clock, and so on. While if it have passed the middle, and reached the first wire at the left, the time indicated is 1 o'clock; the second wire 2 o'clock; and so on.

This star, in common with all other fixed stars, comes to the meridian about four minutes earlier each night or day, than it did on the preceding night or day. Consequently, on the 5th of April, it will reach the vertical wire at 10 o'clock at night, and the variation continues at the rate of two hours in each month throughout the year.

From this description the mode will be readily understood of telling the time by the stars without the aid of instruments. We require to learn two stars—to remember that this latter star is directly over the north star at midnight on the 5th of March, and comes to the meridian two hours earlier on the 5th of each month, than it did on the 5th of the preceding month. As the star revolves around the circle in 24 hours, it will, of course, revolve one-fourth the distance in 6 hours, being at right angles to the meridian 6 hours from the time it is on the meridian, and at an angle of 45° 3 hours from that time.

The apparatus which we have described will be more accurate if the top be inclined forward from the perpendicular to the axis of the earth, and in a plane parallel with the plane of the equator.—*Scientific American.*

3. AMERICAN EXPEDITION TO THE ALLEGED OPEN POLAR SEA.

Dr. Hayes, who accompanied Dr. Kane on his second Grinnell expedition to the Arctic regions, purposed starting late last month, on a voyage to those nothern latitudes. Dr. Kane, it will be remembered, contended, on his return from his expedition in 1854, that an open Polar Sea existed to the north of Smith's Sound, in latitude 82° 27′. The object of Dr. Hayes' voyage is to settle the question of the existence of open water in that direction, and, if possible, to reach the North Pole. This is certainly one of the greatest problems in geographical science, and as the discovery was first made by an American, it is quite natural that his countrymen should endeavour to bring the matter to a satisfactory solution. Dr. Hayes undertakes his enterprise under the auspices of the American Geographical Society of New York, whose action has been sanctioned by the co-operation of almost every scientific body in the United States. The New York *Herald* in speaking of this expedition, says:—"Dr. Hayes proposes, we understand, to sail next May for Rensselaer Harbour, in Smith's Sound, where Dr. Kane made the winter quarters of the Advance in 1854, and, taking the western shore of the Sound, which is more free from the drift ice than the eastern shore, which Kane followed, to push on in boats run on sledges towards the open Polar Sea, and on reaching open water to make for the North Pole. In the event of not finding everything favourable for a water journey to the Pole, he will return to the ship for the winter, and at the opening of spring will start with sledges over the ice towards the Pole, having previously estaplished depots of provisions along the route. The sum requisite to carry out this enterprise will be about twenty thousand dollars, of which ten thousand have already been raised. The feasibility of the undertaking has been endorsed by all the leading scientific associations of the country; and as an evidence of the interest which scientific men individually feel in it, and the hopeful light in which they view its results, we may state that Professor Bache has contributed the liberal sum of a thousand dollars towards it."—*Leader.*

4. GOLD MEDAL PRESENTED TO LADY FRANKLIN.

At the annual meeting of the Royal Geographical Society, the Founder's, or King William gold medal, was awarded to Lady Franklin for her self-sacrificing perseverance in sending out expeditions to ascertain the fate of her husband and the ships under his command, and in commemoration of the discoveries of the illustrious navigator Franklin; and the Patron's, or Victoria gold medal, to Captain Sir F. L. M'Clintock, for the skill and fortitude displayed by him and his companions—Hobson, Young, and Walker—in their successful search for records of the lost expedition, and for their valuable coast surveys, by which our acquaintance with Arctic geography has been greatly enlarged. Sir R. Murchison, who attended on behalf of Lady Franklin, said that, setting aside all pecuniary reimbursement to herself for that large expenditure of money which she could ill afford, she hopes that the parliament may be thus far generous as to reward the officers and crew of the *Fox*, and also provide for the erection of a monument to the memory of her husband and his companions, in a public place, on which shall be recorded that they died in being the first to discover a north-west passage. W. Parker Snow says, in a letter, it is not Lady Franklin, but another lady of title, who has come forward to aid his expedition for a renewed Arctic search, and the warm interest everywhere displayed convinces him that there is still a strong feeling alive as regards our lost Arctic voyagers—the 105 who landed at Point Victoria. He proposes "going round the Cape of Good Hope, and thence by way of China; thus, on my return, coming through Baffin's Bay, and so carrying our good old flag round the globe by the Arctic route." He adds,—"Some American gentlemen from the United States intend going up to do what I propose. Shall we let them do it for us, and perchance again return with something else of value besides the *Resolute.*"

V. Papers on Natural History.

1. THE FISHERIES OF CANADA.

The following statements in reference to the Fisheries of Canada are, says the Quebec *Chronirle*, taken from statements issued under the authority of the Crown Lands Department.

THE FISHERIES OF LOWER CANADA.

Lower Canada possesses in the River and Gulf of St. Lawrence an extent of coast of 1,000 miles, where the Cod, Herring, Mackerel, Salmon, and other fisheries are carried on successfuly.

Whale fishing is also carried on by vessels fitted out from the Port of Gaspé. Average season value of whale oil is $27,000.

The Cod fishing is carried on along the whole coast of Canada; the Herring fishing principally at the Magdalen Islands, in the Bay of Chaleur, and on the coast of Labrador; the Mackerel fishing at the Magdalen Islands, along the coast of Gaspé and in the lower part of the River St. Lawrence.

There are above 70 Salmon Rivers in Lower Canada, which the Government are now fostering with a view to enhance the commerce of this valuable fish. The latest annual catch is 3,750 brls. The Bay of Chaleur alone formerly exported 10,000 brls.

Number of boats belonging to Canada fishing on the Canadian shores, from 1,200 to 1,500.

Nearly 100 Canadian vessels are employed in the fisheries of Canada.

Number of fishing vessels from Nova Scotia and other Lower Provinces fishing on our shores from 250 to 300.

Number of fishing vessels from the United States, frequenting our shores, principally for Cod and Mackerel fishing, from 200 to 300.

Quantity of dried and smoked fish yearly exported from Canada	172,893 qu'ls.
Quantity of pickled fish exported from Canada	118,257 brls.
Consumed in Canada, above kinds	75,000 qu'ls.
Quantity of fish oils exported from Canada	100,218 gals.
Number of Seal Skins do do	13,000
Quantity of Salmon taken in the Rivers of Canada	3,500 brls.
Quantity of Trout and Halibut taken in Canada	900 brls.
Total fish productions valued at	$1,026,288

Note.—The take by vessels other than Canadian is not computed in this table.

Square and manufactured timber is exported in large quantities from the different ports of the coast of Gaspé. There is also found an abundance of wood of the best quality for ship-building purposes. The lands in the District of Gaspé are composed of a light but fertile soil, producing all kinds of grain and vegetables. There are millions of acres of those lands which are still in the wild state, and covered by beautiful forests.

The population of the District of Gaspé and of the north coast of the River and Gulf of St. Lawrence is 32,000 souls.

The District of Gaspé alone could contain and support a population of more than 100,000.

The Inland Lakes and Rivers abound with fish.

The Fisheries in Canada are as yet in a state of infancy.

THE FISHERIES OF UPPER CANADA.

The merchantable fish products derived from the Lakes and Rivers of Upper Canada consists chiefly of White-Fish, Salmon, Salmon-Trout, Herring, Lake-Trout, Speckled Trout, Sturgeon, Pickerel, Bass, Muscalonge, &c. Inferior kinds also abound in the smaller lakes, tributaries, and streams.

The extensive area, great depth, clear cold waters, abundant feeding banks, shoals and spawning grounds, of the principal Upper Canadian Lakes, render the fish found therein numerous, of good quality and large size.

The annual take of the different species of fish is carefully estimated at $380,000 value.

This produce is variously disposed of, by export, fresh and cured, in the neighbouring United States, and for domestic sale and consumption.

Ready markets are found both at home and abroad for any seasonable catch.

Tracts of cultivable land bordering on the great Lakes are still disposable for settlement.

---

2. SALMON SPEARING—ITS DESTRUCTIVE EFFECTS.

Mr. Whitcher's report in the Appendices of the Crown Land Reports, thus refers to the destructive effects of spearing salmon by the Indians.

"The practice of capturing salmon by torch-light and spears is justly held to be pernicious. Employed, as it almost invariably is, at a time when the waters of each river are lowest and clearest, whilst the salmon are baulked at the base of steep falls, awaiting the next freshet, and congregate during sultry nights near the mouths of little rivulets emptying in the main stream, or loiter about the tails of pools, spear fishing involves excessive slaughter. Sometimes in the course of one night as many salmon will be thus killed and maimed as an ordinary net-fishery along the coast or in the estuaries can capture throughout the regular fishing season. Practised during autumn and periods of reproduction, as is still more frequently the case, it becomes indescribably bad,—'tis the crowning act of extirpation. The luckless fish are then killed at a stage which makes the bare feature of destroyal in the highest degree deplorable. They have won their devious way from the piscine pastures of old ocean, through the labyrinth of nets and a multitude of watery perils. Urged onwards by strong instincts, they have surmounted incredible difficulties and achieved marvels of adventurous travel. They are now arrived at nature's free hospitals of piscary lying-in. The waterway by which they came is in many parts impassably shoal, and no more heavy breeders can reach the same high grounds, or supply their places for that year at least. And after all, lean from exertion and thin food, dark and slimy from the physical drain and unhealthy action incident to the pro-creative state, perhaps sluggish and heavy with thousands of ova, or busied in the exhaustive labor and anxious cares of depositing their prolific burden—they are ruthlessly slain by the spear. With every dead or wounded fish there perish in embryo from ten to thirty, forty, fifty even as high as sixty thousand.—Spawners and melters both suffer. Is it possible to exaggerate the ruinous consequences of such improvidences? There are also other features in this practice contributing to the waste and injustice it entails. The salmon so taken by the spear are, comparatively speaking, worthless as a marketable commodity. But being easily taken, the captors willingly dispose of them at miserable prices, and in barter for the cheapest kind of goods, for rusty pork and moulded biscuits. The wrong to the public of suffering the richest and finest fish in Canadian waters—the precious capital of our rivers—to be thus traded in when almost valueless, and under circumstances that admit of unscrupulous fishermen and dishonest traders, deriving some mean benefits thereby, is obvious. These dealers adroitly sacrifice the ugly portions, disguise their ill-conditioned bargain by dry salting or hot pickle, and concealing the unwholesome fish at the bottom of the tubs, or dispersing them amongst other sound pieces, thus pawn them off to the public. Costing little at prime, the sale is a ready one below the average market price. If consumers were once to see a few specimens of unseasonable salmon struck by the spear, they would remember the loathsome sight and rather than venture the chances of again eating such deleterious food, would eschew salmon altogether.

---

3. THE TITANIUM ORES OF CANADA.

Mr. Mushet, who is well known in England as an eminent practical metallurgist, has recently published in the *Engineer* an important communication on the influence of titanium on the quality of iron and steel. The difference in the quality of the metal obtained from ores, apparently similiar and smelted by the same processes, have long been well known, but no satisfactory explanation of these differences has yet been given. Mr. Mushet affirms that other things being equal, the goodness of the metal depends upon the amount of titanium which it contains; and that the superior quality of the Dannemora and other Swedish Irons is due to the fact that they contain from ¼ to 1½ per cent of titanium.

Canada, so far as yet known, the only country which possesses any considerable supplies of a rich ore of titanium, whose existence was first made known by the Report of the Geological Survey for 1847, where attention was called to the fact that the great beds of iron ore in the Eastern Townships contained titanium, often in considerable quantities, and that a forty-five feet bed of ore in St. Francis, on the Chaudière, was composed of a mixture, separable by a magnet, of two parts of magnetic iron ore, and one of ilmenite, containing 48 per cent. of oxyde of titanium, so that the mass of the ore would yield 16 per cent.

In 1850 the great deposits of iron ore which occur in St. Urhan, at Bay St. Paul, were examined by Sir William Logan and Mr. Hunt, and found to consist entirely of ilmenite containing more than 48 per cent of oxyde of titanium, combined with oxyde of iron, and mixed in some parts with red crystalline grains of pure oxyde of titanium or rutile. One mass of the ore there imbedded in the rock is 90 feet thick, and 300 feet long; and besides many other smaller masses, there is said to be a still larger bed in the neighbourhood. In describing these ores the officers of the Geological Survey then stated that such minerals would by themselves be difficult to work as iron ore, but that if at any time a demand should arise in the arts for titanium or its compounds, the deposits of the ilmenite in Canada, and especially those at Bay St. Paul, might be made to yield abundant supplies of it.

At the World's Fair in London, in 1851, Sir William Logan exhibited masses of these titaniferous ores, and again at the Paris Exhibition in 1855, at the same time calling attention in a published sketch of the Geology of Canada, to the importance which these deposits might one day assume, as the only available ores of titanium, should this metal ever become extensively used in the arts. Large blocks of the ore, of several hundred pounds weight, have been for some years deposited in the collection of Canadian minerals at the Sydenham Palace, and in the Geological Museum in this city.

The existence of these great deposits of titanium ore in Canada, which has hitherto been a fact of scientific importance only, seems, by the recent discovery of Mr. Mushet, to assume a great economical and commercial importance. If further experiments confirm the conclusions of this metallurgist, titanium will be everywhere sought for, for mixing with iron ore, and Canada will have the monopoly of the mineral, for the ores from the far distant colony of New Zealand, which contain only eight per cent. of oxyde of titanium, cannot compete with those of the Lower St. Lawrence, containing 50 per cent. We shall await with interest farther developments relative to this new source of mineral wealth, for the knowledge of whose existence in Canada we are indebted to the Geological Survey.—*Montreal Gazette*.

VI. Biographical Sketches.

No. 14. WILLIAM WOODRUFF, ESQ.

On Wednesday evening we announced the death of William Woodruff, Esq., of St. David's, one of the oldest, most prominent, and most respected citizens of the Niagara frontier. An active and enterprising business man in this section for the past 45 years, a prominent politician, and one who has taken part or been conversant with almost every event in the history of the country for more than half a century; a sketch of his life cannot but be of interest.

William Woodruff was born at Middleton, Conn., on the 1st October, 1793, and was therefore in the 67th year of his age at the time of his death. Before the deceased was two years of age, his parents determined on migrating to the then Western wilderness, and they landed at Newark, (now Niagara) in this County, in July, 1795. At that time the journey from Connecticut to Upper Canada, was one of danger, difficulty and hardship, and the person undertaking it gave evidence of possessing more than the ordinary amount of courage. The elder Woodruffs sailed from their native State to Schenectady in a sloop, and from thence up Wood Creek, in an open boat, to Fort Stanwix. The country was then a wilderness, and the adventurers had to clear a portion of their way; and what with this, and the tortuous nature of the navigation, their progress was slow and laborious; so very slow indeed was it, that frequently when camping on the banks of the stream at night the smoke from the decaying camp fires of the previous evening could be seen. From Fort Stanwix, the travellers went to Oswego, and from thence they coasted along the shores of Lake Ontario to Fort Niagara.

At this time (1795) the new city of Utica, through which they then passed, contained but one house, and Fort Niagara and Oswego were in the possession of the British army. The family resided at Queenston for some years, and subsequently removed to Stamford, where they remained until the War of 1812.

When that War commenced, volunteers were called for, several companies of which, composed principally of young men, were formed in the Niagara District, under the late Colonel Claus. The Legislature was called immediately, and passed an Act compelling all those who had volunteered to stand enrolled for six months; their head-quarters to be at Niagara, and to be called Flank Companies. Mr. Woodruff joined one of these companies, and his first engagement was at the Battle of Queenston on the 13th October, 1812, under the command of the late Hon. James Crooks. His next engagement was on the plains of Niagara on the 27th May, 1813; his commander having been the late Capt. Matthew McClellan, who received a fatal wound, and fell against Mr. W. exclaiming "I have got my fatal shot." His Lieutenant was the late Geo. Adams, who also fell at the same battle mortally wounded. The same company suffered very severely, having a large number killed and wounded. At this time the deceased was about 20 years of age, and a characteristic incident is related of him and a youth named Matthews, not over 15 years of age. When the Americans had succeeded in effecting a landing, and after a portion of the British Army had retreated, Matthews and the deceased borrowed ammunition, got behind some bushes, and kept up a brisk fire on the Americans, shooting at their heads as fast as they would raise them above the banks of the river, and only retreating when compelled to do so by superior numbers. Another incident of the same battle was, the deceased ensconcing himself behind a stump and firing briskly at the enemy until the idea entered his mind that the Americans might possibly direct a shot in his direction, as his firing was extremely annoying to them. With his usual promptness, the deceased at once decided to leave the stump, which he had no sooner done than it was struck by a cannon ball and shattered into a thousand pieces. Mr. W. was in active service during the whole war of 1812. About the close of the War, the deceased entered into partnership with his brother, Richard Woodruff, in a general business, at St. David's. During the partnership the Messrs. Woodruff erected a steam Grist Mill at St. David's, which was the only one in the County for many years. The firm did a very large business, and both brothers succeeded in acquiring considerable wealth. In the year 1828 Mr. W. was elected to Parliament for one of the Ridings of this County, of which there were then four, and served two sessions, or until the Dissolution in 1830. He was from the commencement of his political career an active and consistent Reformer; and was invariably found on the side of the people as against the compactism that ruled the country until after the Rebellion. A lover of freedom himself, and descended from those who had suffered and expatriated themselves for opinion's sake, he could not tolerate in the country of his adoption those practices which had brought so much misery to other lands. The principles of justice and right were with him superior to those of party expediency, and whenever he conceived that our rulers were pursuing a course detrimental to the interest of the country, he at once told them of their error and its consequences.—*From the St. Catharines Journal, June 29.*

No. 15. SIR CHARLES BARRY.

"The English architect, whose reputation has been most widely spread in this country, and who, of all English architects, has had the largest share of public patronage in his own generation, has just passed from amongst us, at a greater age than most people would have imagined him to have attained. He was born in 1795, and in this month of May, had completed the 65th year of his age. At a very early age the taste for drawing and design, so conspicuous in after-life, manifested itself, and as a boy he had no greater pleasure than to shut himself up in his own room, and work with charcoal or pencil on cartoons often of life size, and connected with the stories of heathen mythology. He went abroad in 1817 and stayed away from England three years and four months. During this time he visited Italy, Greece, Egypt, Constantinople, Jerusalem and Syria, returning home by the way of France. His own means not permitting so protracted a stay, he secured the opportunity of prolonging his studies, by concluding an engagement with a rich countryman, Mr. Bailie, to the effect that the latter should defray all expenses, and should in return possess all sketches made by his *protégé*. Consequently most of the best drawings and sketches made at this period are not in the possession of his family. An attempt of the traveller to reach Palmyra was defeated by an attack of the Arabs, in which Barry nearly lost his life from a thrust of a lance, inflicted by one of the sons of the Desert, which, though aimed at his body, was fortunately received by his haick. After his return to England he married Sarah, daughter of Mr. S. Rowsell,—in 1823, and commenced his professional career. Without friends in influential quarters, and with nothing but his own consciousness of power to encourage him to proceed, the first path of the young architect was a thorny one, and many serious difficulties, only stopping short of want, had to be encountered. Night and day he toiled to conquer Fortune, and whenever a competition for designs offered a chance of honorable success, he did his best to be foremost in the race. After experiencing much of the sickening effects of hope deferred, his efforts were at last rewarded, and among his earliest successes in competition may be named, St. Peter's Church, Manchester; a church at Stand, near Manchester; and St. Peter's Church, Brighton. To those followed the Institute of Fine Arts, Manchester; the Travellers' and Reform Club House, London; King Edward's School, and other important buildings. In 1836, the great work, upon which the reputation of Charles Barry will chiefly rest, was intrusted to his hands. His own preferences and tastes would have led him to adopt the Italian style of architecture for the New Palace of Westminster; but as the instructions to the competitors limited the choice of styles to Gothic or Elizabethan, he chose the former as most suitable for such a building. From the moment he commenced his arduous undertaking, until the day of his death, a period extending over more than twenty-four years, this work occupied his thoughts night and day. In 1852 Mr. Barry, received the honor of Knighthood at the hands of Her Majesty, on the occasion of the first entry to the New Palace by the Queen through the Victoria Tower.

It had been intended that the funeral should have taken place at Norwood Cemetery, in as private a manner as possible; but in consequence of a general wish on the part of the artistic and other friends of the late architect, conveyed to the Dean and Chapter of Westminster, by Professor Cockerell, R. A., the President of the Royal Institutes of British Architects, the mortal remains of the deceased are to be deposited in Westminster Abbey.

The *Times* gives the following description of his funeral:—Three times within the last six months has the sacred quiet of our great cathedral been broken by the solemnity of State funerals, and in the deaths of Robert Stephenson, Lord Macaulay, and now of Sir Charles Barry, the country may be said to have lost its foremost men in science, in literature, and in art. The last tribute of public respect and admiration which was paid yesterday, then, was not more than was due to the merits of the architect, nor less than was expected by the profession of which he was the head and ornament. Westminster was both his native place and the scene of the most enduring monuments of his genius. The venerable Abbey itself is almost overshadowed by the regal structure which confronts it, and also beneath the shadow of the great monument which now towers so high above all London rest the remains of Barry in the nave of the old Abbey, at the foot of the coffin of Robert Stephenson, and side by side with that of Stephenson's great competitor, Telford. All the gentlemen who were to take part in the procession, and who numbered between 400 and 500 representatives of the great societies of art and science in England, assembled in places adjoining the cloisters, and there awaited the arrival of the funeral *cortege*. The hearse reached Dean's-yard a few minutes before one o'clock, and the coffin was borne through the old cloisters to the side entrance of the nave, where the Dean and Chapter, headed by the choir were waiting. The procession was then formed, and to Purcell's solemn anthem, "I am the resurrection and the life," moved slowly up the nave. As many as could be accommodated in the choir having taken their seats, the solemn service proceeded by the choir chanting with melancholy impressiveness, Handel's "I know that my Redeemer liveth," and the mournful cadences of Purcell's 90th Psalm. The Dean then read the lesson, after which the choir again sung, "When the ear heard,"&c. The procession was then reformed, and moved slowly to the side of the grave amid the most solemn silence.

At the edge of this the coffin was deposited, while the choir chanted in a subdued tone Croft's touching anthem, "Man that is born of woman has but a short time to live," and "In the midst of life we are in death." The coffin was then slowly lowered to its last resting-place, amid the unrestrained emotion of the mourners and friends. The Dean then proceeded with the rest of the service, which was listened to with the most profound silence, broken only by the sharp harsh rattle of the earth as it was strewed on the coffin. The choir then chanted "I heard a voice from Heaven," and still more impressively the anthem "His body is buried in peace, but his name liveth for evermore." The ceremony concluded with the benediction pronounced by the Dean, and the solemn music of the Dead March rang through the Abbey while the relatives and friends pressed to take a last glimpse of all that remained of the gifted Sir Charles Barry. A flag was hoisted on the Victoria Tower half-mast during the day, and as long as that tower stands, its great founder will need no other memorial of his fame with posterity.

No. 16. GEORGE P. R. JAMES, ESQ.

G. P. R. James, the well-known writer, is dead. We are without the particulars of his decease, although we suppose it took place in Venice. Mr. James was born in London, at the commencement of the present century, and commenced his career by early contributions to the magazines and newspapers. Mr. Washington Irving, was his literary godfather, for some youthful effusions exhibited merit sufficient to elicit his praise, and the advice to adventure in a larger field. The "Life of Edward, the Black Prince," published in 1822, was his first important effort in literature, and was followed by a long series of volumes, by which Mr. James attained his peculiar reputation and success. From the year 1822, till the day of his death, Mr. James' pen has never been idle. The mere list of his writings is beyond most men's power to number, as the writings themselves have been beyond most men's power to read. His last work, if we remember correctly, was "Lady Montague's Page," which was the 189th volume of his composition. Besides these original works, Mr. James also gave a careful editing to the "Vernon Letters," illustrative of the times of William III., to William Henry Ireland's historical romances of "David Rizzio"; and with Dr. E. E. Crown, wrote the lives of the most eminent foreign statesmen. Perhaps it is not exact to include under the title of historical romance, such works of his, as the "Life of Charlemagne," the "History of Chivalry," and other similar works. The "Life of Charlemagne," De Quincy praised highly, and it is still a quoted authority. His historical works were his best, and will secure him a long, posthumous reputation; for they exhibited most his extensive knowledge of history, his quick sense of the picturesque, and his sympathy with truth of sentiment and nobility of character.

VII. Miscellaneous.

1. PRAY FOR THE LITTLE ONES.

Yes, pray for the young children—there are some
For whom no father's prayer hath ever risen—
For whom no mother's gentle voice hath sought
One blessing from the treasure-house of heaven.
There are the worse than orphans—little ones
Whose parents know no Saviour and no God.
Oh! let the Sabbath prayer ascend for them,
To Him who bought them with His precious blood.

Yes; pray for the young children. One hath gone
But lately to the lone and silent grave.
Fast fall the icy raindrops on the ground,
And leafless branches o'er the churchyard wave;
Yet not more cheerless is the wintry gloom—
The dreary dimness of its short-lived day—
Than was the lot of that now sleeping child,
Ere God in mercy summoned her away.

For she had made acquaintance with pale want,
And sin, and misery, from her very birth.
For her there seemed no sunshine in the sky,
No dewy floweret on the weary earth;
And none had cared to bathe her aching brow,
Or smooth aside each heavy, tangled curl.
Perhaps it was in answer to your prayers
God sent his angel for the infant girl.

Yes, pray for the young children—not alone
When in the courts of God ye bend the knee—
By day, by night, in sorrow and in joy,
Send up to heaven your solemn litany.
And, oh! remember that "to feed his lambs,"
Is Jesus' own appointed test of love;
And lead them, while ye pray, to Gospel streams,
And the green pastures of a Saviour's love.

—J. T. *in British Mothers' Journal.*

2. EVENING PRAYER

TAUGHT BY A MOTHER—ITS INFLUENCE.

'Our Father.'

The mother's voice was low and tender, and solemn.

'Our Father.'

On two sweet voices the tone was borne upward. It was the innocence of children that gave them utterance.

'Who art in Heaven.'

'Who art in Heaven,' repeated the children, one with her eyes bent meekly down, and the other looking upward, as if she would penetrate the heavens into which her heart was aspiring.

'Hallowed be Thy name.'

Lower fell the voices of the little ones. In a gentle murmur they said,

'Thy kingdom come.'

And the burden of the prayer was still taken up by the children.

'Thy will be done on earth, as it is in heaven,' filled the chamber. And the mother continued—

'Give us this day our daily bread.'

'Our daily bread,' lingered a moment on the air, as the mother's voice was hushed into silence.

'And forgive us our debts as we also forgive our debtors.'

'And lead us not into temptation, but deliver us from evil.'

'For thine is the kingdom, and the power, and the glory, forever and ever.' 'Amen.'

All these holy words were said piously and fervently by the little ones, as they knelt with clasped hands beside their mother. Then as their thoughts, uplifted on the wings of prayer to their heavenly Father, came back again and rested on their earthly parents, a warmer love came gushing from their hearts.

Pure kisses—tender kisses, the fond 'good night.' What a sweet agitation pervaded all their feelings. Then two dear heads were placed side by side on the snowy pillows, the mother's last kiss given, and the shadowy curtains drawn.

What a pulseless stillness reigns without the chamber. Inwardly the parents ears are bent. They have given those innocent ones into the keeping of God's angels, and they can almost hear the rustle of their garments as they gather around their sleeping babes. A sigh, deep and tremulous, breaks on the air. Quickly the mother turns to the father of her children, with a look of earnest inquiry on her countenance. And he answers thus her silent questions:

"Far back through many years have my thoughts been wandering. At my mother's knee, thus I said nightly, my childhood's evening prayer. It was that best and holiest of all prayers: 'Our Father,' that she taught me. Childhood and my mother passed away. I went forth as a man into the world, strong, confident, and self-seeking. Once I came into great temptation. Had I fallen in that temptation, I should have fallen never to rise again. I was about yielding. All the barriers I could oppose to the in-rushing flood, seemed ready to give way, when as I sat in my room one evening, there came from an adjoining chamber, now first occupied for many weeks, the murmur of low voices. I listened. At first no articulate sound was heard, and yet something in the tones stirred my heart with new and strong emotions. At length a voice came to my ears, in the earnest, loving voice of a woman, the words:

'Deliver us from evil.'

"For an instant it seemed to me as if that voice were that of my mother. Back with a sudden bound, through all the intervening years, went my thoughts, and a child again I was kneeling at my mother's knees. Humbly and reverently I said over the words of the holy prayer she had taught me, heart and eye lifted up to heaven. The hour and the power of darkness had passed. I was no longer in slippery places, with a flood of water ready to sweep me to destruction, but my feet were on a rock. My pious mother's care had saved her son. In the holy words she had taught me in childhood was a living power to resist evil through all my after life. Ah! that unknown mother, as she taught her child to repeat this evening prayer, how little dreamed she that the holy words were to reach a stranger's ear, and save him through the memory of his own childhood and his own mother. And yet it was so. What a power there is in God's word as it flows into and rests on the minds of innocent childhood."

Tears were in the eyes of the wife and the mother, as she lifted her face and gazed with subdued tenderness upon the countenance of her husband. Her heart was too full for utterance. A little while she thus gazed, and then with a trembling joy laid her head upon his bosom. Angels were in the chamber where their dear ones slept, and they felt their holy presence.

3. CHARITY NEVER FAILETH.

Bad as the world is, it has a *heart* that can always be reached, provided the right means of reaching it are resorted to. A case in point. Not long since it was announced that the London Hospital had lost about £1,500 a year by the falling in of certain annuities. It was therefore necessary, if the institution was to distribute its benevolence to the same extent as heretofore, that a capital sum producing this amount should be collected from the public. The managers thereupon went to work, and in a very short space of time, not £1,500, but £24,000 was subscribed. And this is the way it was done: Some thirty or forty gentlemen, calling themselves "stewards"—gentlemen of position and influence in the community

—went about, unfolding in a quiet way the benevolent character of their mission, and personally soliciting funds on its behalf. There were no public meetings, no subscription committees, no advertisements in the newspapers, no flourishing of trumpets ; in short, none of the clap-trap which is but too often the fashion to resort to when a charitable thing is to be done. We commend this method of doing business, as worthy of all imitation on our side of the Atlantic. It frequently happens that the cost of a public meeting, with other incidental expenses, to carry into effect some particular enterprise, quite eat up the lion's share of the contributions from the general public.—*N. Y. Express.*

VIII. Papers on Colonial Subjects.

1. BRITISH AND COLONIAL DOCUMENTARY HISTORY.

A series of works are now in course of publication by authority of the British Government under the general name and title of "Chronicles and Memorials of Great Britain and Ireland during the Middle Ages." This comprises the history of Great Britain from the invasion by the Romans to the reign of Henry VIII. Of this series 18 volumes have been already published. Another enterprise similar in design with this, and published by the same authority, relates to the Colonial papers found in the States Paper Office at London. The first volume of this series, now in the course of publication if it is not already completed, brings down the record of these colonial papers from the year 1574 to 1660. The papers relating to the period comprised within the remaining twenty-eight years (to 1688) being relatively much more numerous will, it is calculated, require for their proper description and classification four additional volumes. As this work will end precisely at the point of time where its continuation might be made specially valuable to the history of British colonization on the American continent, it has been suggested to the joint library committee of Congress that some provision should be made by the Government of the United States for the further prosecution of this work, which would doubtless shed much light upon the founding and planting of those colonies, which have now strengthened and widened into the United States of America. It is said that the papers relating to American colonization, as now found in the British state-paper office, are comprised in two large series of documents, termed those of the "Board of Trade" and those concerning "America and the West Indies," of which the former, detailing the proceedings of the body in question, are continuous and regular, while the latter are subdivided into several minor series, according to the order of time or subject in which they were differently received at the state paper office, or as they accumulated in that department, without being separated and sorted from the other state papers.

2. FORT NIGARA 100 YEARS AGO.

There are few localities richer in historical incidents and interesting events than this frontier. Its written history dates back over two hundred years. Hennepin, Chaplain, La Salle, Joncarie, Johnson, Brandt, and a host of other names, have contributed to make Niagara occupy an important place in the history of North America. Nearly 300 years ago the early French traders saw the value of the present site of Fort Niagara as a military post. La Salle, whose name has been handed down as the builder of the first vessel, (only about six miles above this village,) to navigate Lake Erie, erected a trading post there in 1668. This was burned in 1680—rebuilt in 1687 by Denonville—abandoned the next year—remained unimproved until 1725, when it was built up in a larger and stronger manner by De Longeuil, and continued in posession of the French until 1759, a period of nearly 100 years.

The time had now come for a change. French domination in this quarter was about to cease. The surrender of Fort Du Quesne in 1758 prepared the way for the fall of Niagara. The darling object of the English, for several years, was about to be accomplished. The line in the French chain of posts from Quebec to Louisiana was broken—the possession of Niagara would end their rule and influence with some of the most powerful tribes of Indians, and relieve the English colonies from a most troublesome enemy. What the English Government had been urged to do by the Government of New York, and other officers, for several years, was now decided upon. The expedition under the command of General Prideaux, was fitted out and sailed for Oswego, coasting along the Lake and landing at Four Mile Creek, about 4 miles East of the Fort, on the 6th July, 1759.

At this time, Fort Niagara was garrisoned by 486 men, according to Pouchot, the French commander, but according to English accounts, numbered over 600. Gen. Prideaux's forces numbered, according to Capt. De Lancey, 2,200 and 600 Indians, when they left Oswego, and were joined by 300 more Indians during the siege. Sir Wm. Jonnson says about 1,000 Indians were engaged with them.

Pouchot discovered the English on the 7th of July, and immediately took measures to defend himself.—He dispatched couriers to Presqu' Isle, to Fort Machault, (at the mouth of French Creek, Pa.,) and to the commander of the Fort at the "Carrying Place," apprising them of his situation. Reinforcements were immediately sent down from the former places, and arrived at Navy Island, numbering about 600 French and 100 Indians. When they passed down the rapids at the outlet of Lake Erie they "resembled a floating island, so black was the river with bateaux and canoes." They landed a few miles above the falls and proceeded to Lewiston, and thence to relieve Pouchot. In the meantime the siege had been pressed with vigor. Prideaux was killed by the bursting of a cohorn on the 20th, (Pouchot says on the 18th,) and the command devolved on Sir Wm. Johnson.

The English learned of the approach of reinforcement from this quarter, and Capt. James DeLancey was dispatched to a position in ambuscade above the present site of Youngstown. On the morning of the 24th of April—100 years ago—the French and Indians commenced the attack on DeLancey's forces, "with great noise and shouting." The English not only stood their ground, but soon jumped over the breastwork and rushed upon their enemies, putting them to flight and chasing them five miles. They killed 200 and took 100 prisoners. Pouchot learned the extent of this disaster about 2 o'clock by an Indian scout. About 4 o'clock Johnson sent in a demand for a surrender. According to Captain De Lancey and several other English authorities, Pouchot capitulated the same evening, but Pouchot himself says he capitulated the next day, the 25th, after negotiating all night. A part of the garrison were Germans ; these mutinied, and demand to capitulate, which Pouchot says hastened him in complying. On the 26th the garrison left the fort to be transported to New York, according to the terms of capitulation.

Thus ended French domination in the vicinity. The English were henceforth masters of the key to the Northwest, and in position to hold a greater influence with the Iroquois and other Indian tribes. Fort Niagara—much improved of course—yet remains, but the braves who took part in the scenes we have enumerated have disapeared.

Some time ago it was proposed to hold a continental celebration of this important event, and the matter was extensively discussed. It might have been made the occasion of a most interesting and grand display. The proposition, however, failed to enlist sufficient enthusiasm, and was abandoned. What changes will another 100 years produce in this quarter? The men of 100 years ago never dreamed of the state of things now existing—shall we presume to estimate the changes that may take place in the next 100 years.—*Buffalo Advocate.*

3. BROCKVILLE PRISON LIBRARY.

The Grand Jury of the United Counties of Leeds and Grenville, in their recent presentment, thus refer to the library established in the Brockville Jail, by the joint efforts of the County Council and the Educational Department for Upper Canada:—"The jurors were much pleased to see the interest manifested by some of the prisoners in reading books belonging to the library connected with the gaol."

IX. Educational Intelligence.

CANADA.

—— Teachers' Association, County of Hastings.—At the June meeting of this Association, Mr. F. H. Rous, President of the Convention, and Superintendent of Schools for the South Riding, in the Chair. Mr. Tilley read an Essay upon School Exhibitions, at the conclusion of which the following Resolution was adopted unanimously:—

"*Resolved*,—That in the opinion of this Convention, those Common School Exhibitions, so frequent in this country, which consist in the recitation of pieces committed to memory, apart from the ordinary branches taught, are, upon the whole, productive of far more evil than good."

The following Resolution was passed by the same Convention, at its last meeting, at the conclusion of an Essay, by Mr. E. R. Morden, upon the ubject—"Our Common Schools:"—

"*Resolved*,—That in the opinion of this Convention, the custom of hurrying a pupil from one lesson or book to another, which is more

difficult, ere the former has been mastered, and which is too commonly practised by teachers, is seriously prejudicial to the real progress of such pupil, and cannot be too strongly discountenanced."

Mr. Steele gave a short lecture on Book-Keeping, showing its importance as a branch of study, and giving some illustrations of his method of teaching it. Mr. Keys gave a specimen of his system of teaching Anatomy and Physiology, in which he showed considerable acquaintance with the subject.

The next meeting will be held in Belleville, on the first Saturday in July, when an Essay will be read upon "The awarding of prizes in Schools," and other subjects of interest will be discussed.

—— IMPORTANT SCHOOL TEACHER'S TRIAL.—The following case was tried at the Quarter Sessions recently held in Hamilton:—

Stuart vs. *Campbell.*

This was an appeal by Archibald J. Campbell, of Carlisle, East Flamboro', a School Teacher, against the verdict of the Magistrates, Messrs. Patton and Crocker. Messrs. O'Reilly, Robertson and J. V. Spohn, Counsel for Stuart; Mr. Freeman for Campbell.

It appeared from the evidence, a good many witnesses being sworn on both sides, that Mr. Campbell had severely whipped one of the small boys on his bare feet till the blood ran. On their way home the scholars talked over the whipping, and Miss Stuart remarked that if it had been her little brother she would have interfered. Mr. Campbell who was near, heard one of the pupils say "don't speak so loud, the teacher is listening." Campbell having ascertained what Miss Stuart had said, called her to account on the next day that she attended school, and insisted upon her saying she had done wrong, Miss Stuart said "perhaps she was wrong." "Don't say *perhaps*" vociferated Campbell, "say you were wrong." "Perhaps I was," replied the pupil. Whereupon Campbell struck her twice with a hickory whip stalk over the back of her hands—the scars of which she still carried at the trial in June. This was not enough for the redoubtable teacher, but he more than once pulled off her hat, which she had put on to leave the school, and then thrust the end of the whip-stalk against her breast, and forced her down into a seat. After thus whipping and insulting the young lady of between 17 and 18 years of age, he said, "it is the custom in my school when a scholar is dismissed, to clap her out." He himself, then set the example of clapping his hands, calling upon his pupils to do the same, and thus cheered and clapped her out of the school. Mr. Stuart, the father of the young lady, and one of the most respectable men in the neighbourhood, brought Mr. Campbell before the magistrates, who fined him. From this conviction Campbell appealed to the Quarter Sessions. The Jury, after being absent a few minutes, returned a verdict sustaining the magistrates in their conviction.—*Spectator.*

—— THE CONGREGATIONAL INSTITUTE at Toronto has, we believe, been incorporated with a Nova Scotian institution under the name of the Congregational College of British North America.

—— WOODSTOCK BAPTIST ACADEMY.—This institution was formally opened on the 4th July. Three male and female teachers, with Dr. Ffye as principal, constitute the educational staff at present. As the opening of the Institute did not correspond with any regular term, the number of pupils in attendance was rather limited.—*Times.*

—— REV. DR. ORMISTON.—The University of New York has conferred the honorary degree of Doctor of Divinity upon the Rev. Wm. Ormiston, M.A., United Presbyterian Minister, Hamilton, and Inspector of Grammar Schools, Upper Canada.

—— GRAMMAR SCHOOL EXAMINATIONS.—We have received various interesting accounts of the Grammar School Examinations. It would be invidious to make selections; and want of space precludes the insertion of all.

GREAT BRITAIN.

—— OXFORD UNIVERSITY.—At the recent commencement at Oxford the honorary degree of D.C.L. was conferred upon Lord Brougham, Sir Leopold McClintock, the Arctic navigator, Sir. R. Bethell, Attorney General, John Robert Motley, an American author of the History of the Dutch Republic, and His Excellency the Swedish Ambassador. The honorary degree of M.A. was also conferred upon the Rev. Mr. Harris, one of the chaplains at Lucknow during the memorable seige. The names of Sir Leopold McClintock and the Rev. Mr. Harris were received with most enthusiastic cheers.

—— CAMBRIDGE UNIVERSITY.—The honorary degree of LL.D. was conferred at the recent Cambrige commencement upon Col. Sir Herbert Edwardes, noted for his heroism at Moultan, and Captain Sir Leopold McClintock. Rev. Hugh McNeile of Liverpool, was also incorporated with the University as canon elect of Chester, with a degree of D.D. Rev. Charles Kingsley, M.A., has been appointed by the Queen Regius, Professor of History, in place of the late Sir James Stephen. The late Archbishop of York has bequeathed to his old College of Trinity, a beautifully executed MS. of the Koran, formerly the property of the eminent Wesleyan Minister, Rev. Dr. Adam Clarke.

X. Literary and Scientific Intelligence.

—— BRITISH ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.—The 30th annual meeting of this Association is fixed to take place at Oxford on Wednesday, the 27th June, and following days, under the presidency of Lord Wrottesley, and the Earl of Derby, the Vice-Chancellor of the University of Oxford (Dr. Jeune,) the Duke of Marlborough, the Earl of Rosse, the Bishop of Oxford, the Dean of Christchurch (Dr. Liddell,) Dr. Daubeney, Dr. Acland, and Professor Donkin, as Vice-Presidents. The proceedings will commence on the afternoon of the 27th inst., in the Sheldonian Theatre, when it is expected that his Royal Highness Prince Albert (who presided over the meetings of the Association at Aberdeen last year,) will attend and resign the presidency, after which Lord Wrottesley will deliver the inaugural address. The subsequent days will be occupied with the meetings of the several sections, and on the afternoon of Friday and Monday, June 29 and July 2, there will be general discourses in the theatre, one of which will be delivered by Professor Walker, on "The Present State of our Knowledge of the Physical Condition of the Sun." One great feature of the Meeting will be the evening *soirees* in the Museum, which is rapidly approaching completion, and, from its capacious size and the interest which attaches to it, is admirably adapted to the purpose. The last of these meetings will be especially devoted to the exhibition of the microscope, and Dr. Acland and Mr. Gray, of Exeter College, who have undertaken the care of the exhibition, have received numerous promises of assistance from several of the most eminent microscopists and opticians throughout the country. Another evening will be occupied with electrical experiments. Letters of invitation have been issued to all the members of the Association, to the number of upwards of 2,000, and there is reason to believe that the meeting will be attended by the representatives of science in England as well as abroad.

—— PHOTOGRAPHY IN 1796.—It has been discovered by Lord Brougham that the principle of photography was discovered in 1796, and a paper giving an account of it, was actually excluded from the philosophical Transactions of the Royal Society, on the ground of its empiricism.

EXAMINATION OF COMMON SCHOOL TEACHERS, COUNTY OF YORK.

NOTICE is hereby given that an EXAMINATION of COMMON SCHOOL TEACHERS and others, will take place on TUESDAY, 7th AUGUST, 1860, at the COURT HOUSE, CITY OF TORONTO, at RICHMOND HILL, and at NEWMARKET, at 9 A.M. Candidates will be required to produce Certificates of Moral Character from their respective Ministers, and, if Teachers before, also from their respective Trustees.

JOHN BARCLAY, D.D., *Chairman.*

Toronto, 5th July, 1860. [1 *in. np.* 2*d.*

MRS. SIMPSON'S ESTABLISHMENT for the BOARD & EDUCATION of YOUNG LADIES, 4 & 5, Inkerman Terrace, Montreal.

In the system of Instruction adopted, a high Educational Standard is aimed at, and no pains are spared to ensure proficiency both in the solid branches and accomplishments. All the arrangements of the School are made with a view to the health and comfort of Pupils. For Prospectus apply to Messrs. B. DAWSON & SON, 23, Great St. James Street, Montreal or at the School.

Montreal, April, 1860. [*pd. 3t. any*

ADVERTISEMENTS inserted in the *Journal of Education* for twenty-five cents per line, which may be remitted in *postage stamps*, or otherwise.

TERMS: For a single copy of the *Journal of Education*, $1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

☞ All communications to be addressed to Mr. J. GEORGE HODGINS, *Education Office, Toronto.*

LOVELL AND GIBSON, PRINTERS, YONGE STREET, TORONTO.

JOURNAL OF EDUCATION,

Upper Canada.

VOL. XIII. TORONTO: AUGUST, 1860. No. 8.

CONTENTS OF THIS NUMBER.

	PAGE
I. RECENT EDUCATIONAL SPEECHES IN ENGLAND AND CANADA—(1) The Right Hon. Lord Brougham, LL.D., Chancellor of the University of Edinburgh. (2) Sir David Brewster, LL.D., Principal of the University of Edinburgh. (3) The Right Hon. Lord Wrottesley, President of the British Association for 1860 and 1861. (4) Cornelius Felton, Esq., LL.D., President of Harvard University. (5) The Right Rev. Dr. Strachan, Lord Bishop of Toronto. (6) The Rev. Dr. Ryerson, Chief Superintendent of Education for Upper Canada. (7) The Rev. S. S. Nelles, M.A., President of the University of Victoria College	113
II. SPEECHES AT THE MODEL GRAMMAR SCHOOL EXAMINATION	119
III. TORONTO GRAMMAR SCHOOL SCHOLARSHIPS—Speeches delivered at a Public Meeting	121
IV. PAPERS ON PRACTICAL EDUCATION—(1) Competitive Examinations—an Example for City and Town Schools. (2) On the Exercises and Amusements of Boys and Girls. (3) Aid to Female Schools at the Cape of Good Hope. (4) The Holidays, a great boon	122
V. BIOGRAPHICAL SKETCHES—No. 17. Sir Brenton Haliburton. No. 18. The Hon. John Molson. No. 19. James McDonald, Esq.	125
VI. MISCELLANEOUS—(1) Nah-nee-bahwe-qua. (2) The Power of the Voice over Children. (3) Affection as an Engine of Education	126
VII. EDUCATIONAL INTELLIGENCE	127
VIII. DEPARTMENTAL NOTICES	128

RECENT EDUCATIONAL SPEECHES IN ENGLAND AND CANADA.

1. THE RIGHT HON. LORD BROUGHAM, LL.D.

Chancellor of the University of Edinburgh.

ADVANTAGES OF CONCENTRATING ATTENTION ON ONE PURSUIT.

Though the acquisition of general knowledge is a primary duty, and the confining our study within the narrow limits of one or two branches enfeebles the mind, impairing its powers, and even preventing an entire mastery of the selected branches, yet it is on every account highly expedient, indeed all but absolutely necessary, to single out one branch as the main object of attention. The great lights of the world afford few, if any, exceptions, to this rule. Had Barrow's professional studies and his attention to the eloquence of the pulpit not interfered with his mathematical pursuits, he would probably—Fermal, but for his official duties and his general speculations, would certainly—have made the great discovery of the calculus, to which both had so nearly approached. What might not have been expected from the bold and happy conjectures of Franklin under the guidance of the inductive method, so familiar to him in all its rigour, had he not devoted his life to the more important cause of his country and her liberties? Priestly's decoveries, all but accidental, however important, were confined in their extent and perversely misapprehended in their results by the controversies, religious and political, which engrossed his attention through life. Descartes, instead of the one great step which the mathematics owe him, was destined to make vast progress in physical science, and not to leave his name known by a mere baseless hypothesis, had he not been seduced by methaphysical speculation; and Liebnitz, but for the same seduction, joined to his legal labours, would assuredly have come near the Newtonian system in dynamics, as he had preferred a just claim to share in its analytical renown. On the other hand, mark the happy results of concentrated power in Bacon wisely abstaining from the application of his own philosophy when he found that previous study had not fitted him for physical inquiries; Newton, avoiding all distraction, save when he deemed his highest duties required some intermission of his habitual labours; nay, had Leonardo da Vinci indulged in the investigations of natural sciences, for which he possessed so remarkable a talent and has left such felicitous anticipations, his name as one of the first of artists would have been unknown; and had Voltaire prosecuted the study of chemistry, in which he was so near making two of the greatest discoveries, we should never have had the tragedies, the romances, and the general history, the foundations of his fame. But the same principle applies as well to active life as to the pursuits of science and letters. Every one should have a special occupation, the main object of his attention, to which all others are subordinate, and all more or less referable. With most men this is inevitable, because they are engaged in professional employment; but all ought to single out some pursuit, whether speculative or active, as the chief occupation of life. Nothing conduces more to comfort and happiness—nothing is a greater safeguard against the seductions of indolence, or of less innocent, perhaps not less hurtful indulgence. Nothing gives a greater relish and zest to the subordinate pursuits.

SUPERIORITY OF GREEK TO ROMAN ORATORY AS A MODEL.

The study of Attic oratory is one matter which cannot be too strongly pressed upon the pupil; that of the ancient analysis is another. The tendency of mathematical studies in the present day is to disregard the Greek geometry; that of classical studies is well to cultivate Greek learning, but rather to exalt the poets above the orators. The immeasurable superiority of the Greek to the Roman oratory is not only evinced by the devotion of the greatest master of the latter to the Attic models, by his constant study of them, by his not ceasing, even in advanced life, to practise Greek declamation, by his imitating—nay, translating from them, in his finest passages; but one consideration is decisive on this head—the Greek oratory is incomparably better adapted to our modern debating, business-like habits; and while it may be truly affirmed that, with all this excellence, hardly one of Cicero's orations could even in parts ever be borne either by the senate or the forum in our times, there is hardly one

of the Greek which might not in circumstances like those for which they were composed, with a few alterations, be delivered before our tribunals, or our public assemblies. Some of Demosthenes' very finest orations were those in private causes, and composed to be delivered by the parties, one of them by himself. They are very little studied now, but they well deserve ample attention both for the matter and the composition. The example of the ancient masters is ever to be kept before you in one important particular, their extreme care in preparing their speeches. Of this the clearest proofs remain. Cicero having a book of passages to be used on occasions is well known; indeed, we have his own account of it and of the mistake he once made in using it (*Ad. Att.* xxi., 6), but the book of *præmia* which Desmosthenes had has come down to us, the only doubt being raised (though I hardly think there can be any), whether they were, like Cicero's passages, kept ready for use, or passages prepared of speeches, the preparation of which on the whole he had not time to finish. One thing is certain, that he was very averse to extempore speaking, and most reluctantly, as he expressed it, "trusted his success to fortune;" and his orations abound in passages, and even parts of passages, again and again used by him with such improvements as their reception on delivery or subsequent reflection suggested.

NECESSITY OF DUE PREPARATION FOR SUCCESS IN ORATORY.

But I dwell upon the subject at present in order to illustrate the necessity of full preparation and of written composition to those who would attain real excellence in the rhetorical art. A person under the influence of strong feelings or passions, pouring forth all that fills his mind, produces a powerful effect on his hearers, and often attains without any art the highest beauties of rhetoric. The untrained speaker who is also unpractised, and utters according to the dictates of his feelings, now and then succeeds perfectly; but in these rare instances he would not be the less succesful for having studied the art, while that study would enable him to succeed equally in all he delivers, and would give him the same control over the feelings of others, whatever might be the state of his own. Herein indeed consists the value of the study; it enables him to do at all times what nature only teaches on rare occasions. Nor is there a better corrective of the faults complained of in the eloquence of modern times than the habitual contemplation of the ancient models, more especially the chaste beauties of the Greek compositions, and the diligent practice of severe written preparation. It is the greatest of all mistakes to fancy that even a carefully prepared passage cannot be delivered before a modern assembly. I once contended on this point with an accomplished classical scholar, and no inconsiderable speaker himself, Lord Melbourne, who at once undertook to point out the passages which had been prepared and those which were given offhand and at the inspiration of the moment. He was wrong in almost every guess he made.

THE HISTORIAN'S DUTY AS AN INSTRUCTOR OF THE PEOPLE.

It is not by merely abstaining from indiscriminate praise, and by dwelling with disproportionate earnestness upon the great qualities and passing over the bad ones of eminent men, and thus leaving a false general impression of them, that historians err and pervert the feelings and opinions of mankind. Even if they were to give a careful estimate of each character, and pronounce just judgment upon the whole, they would still leave by far the most important part of their duty unperformed, unless they also framed their narrative so as to excite an interest in the worthies of past times; to make us dwell with delight on the scenes of human improvement, to lessen the pleasure too naturally felt in contemplating successful courage or skill, whensoever these are directed to the injury of mankind; to call forth our scorn of perfidious designs however succesful; our detestation of cruel and blood-thirsty propensities, however powerful the talents by which their indulgence was secured. Instead of holding up to our admiration the "pride, pomp and circumstance of glorious war," it is the historian's duty to make us regard with unceasing delight the ease, worth, and happiness of blessed peace. He must remember that—

> "Peace hath her victories
> "No less renowned than war's;"

and to celebrate these triumphs, the progress of science and of art, the extension and security of freedom, the improvement of national institutions, the diffusion of general prosperity—exhausting on such pure and wholesome themes all the resources of his philosophy, all the graces of his style, giving honour to whom honour is due, withholding all incentives to misplaced interest and vicious admiration, and not merely by general remarks on men and events, but by the manner of describing the one and recording the other, causing us to entertain the proper sentiments, whether of respect or interest, or of aversion or indifference, for the various subjects of the narrative. Consider for a moment what the perpetrators of the greatest crimes that afflict humanity propose to themselves as their reward for overrunning other countries, and oppressing their own. It is the enjoyment of power, or of fame, or of both.

> "He can requite thee, for he knows the charms
> "That call fame in such martial acts as these,
> "And he can spread thy name on lands and seas,
> "Whatever clime the sun's broad circle warms."

Unquestionably the renown of their deeds, their names being illustrious in their own day and living after them in future ages, is, if not the uppermost thought, yet one that fills a large place in their minds. Surely if they were well assured that every writer of genius, or even of such merit as secured his page from oblivion, and every teacher of youth would honestly hold up to hatred and contempt acts of injustice, cruelty, treachery, whatever talents they might display, whatever success they might achieve, and that the opinions and the feelings of the world would join in thus detesting and thus scorning, it is not romantic to indulge a hope that some practical discouragement might be given to the worst enemies of our species. That in this as in everything else there is action and reaction cannot be doubted. The existence of the popular feeling in its strength beguiles the historian, and, instead of endeavouring to reclaim, he panders to it. Sounder and better sentiments might gradually be diffused, and the bulk of mankind be weaned from this fatal error, of which the heavy price is paid by themselves in the end.

GRAPHIC ESTIMATE OF THE FIRST NAPOLEON'S CAREER.

What but the proneness of man to succumb under great genius, wickedly used, can be urged in extenuation of Napoleon's usurpation, by which he made France pay for her delivery from the anarchy and bloodshed of the Republic by the utter loss of her freedom, and in extenuation of his dreadful wars, waged to gratify an almost insane ambition at the cost of the people's misery, and the massacre and pillage of their neighbours? From the height to which his crimes had raised him of all but Emperor of the West, and from the eminence, so dearly purchased by the French, of having dictated terms to all the Sovereigns in their own capitals, he and they were hurled. Twice they had the bitter mortification of receiving the law in their own capital from those whom they had once trampled upon; and his fate and their humiliation were the work of headstrong passions blinding his reason after extinguishing his human feelings. The latest and the best historian of his reign (Mr. Thiers), though filled with admiration of his genius, and, as if natural to human weakness, leaning towards the hero of his tale, has been compelled to account for his downfall by six capital errors committed through a lust of dominion which no conquest could satiate, and through the caprices which sooner or later are sure to spring up in the soil of despotic power uncontrolled. Of these six errors any one would have sufficed to shake, almost to subvert, his power; and every one of them had caused the destruction of thousands, the wretchedness of millions. It would only be by a perversion of all right feelings that the spectacle of his fate could excite our pity, or that we could regard his expulsion from France amid the execrations of the people whom he had plunged into slavery, misery, and discomfiture, his attempt at self-destruction, his wretched end, a solitary prisoner in a remote island, as other than the just retribution by unexampled suffering for unexampled crimes; by the pride which had for self-indulgence humbled all others being laid prostrate in its turn; by that wretchedness falling at length on himself which whensoever he had a purpose to serve he had never hesitated to make others undergo. Let it be remembered that in every war which he waged, from his assumption of supreme power, until his banishment to Elba, he was the aggressor; that each one was undertaken for his personal aggrandisement, with a thin disguise of national glory—the glory of France, of which he was not a native—and we have the measure of his guilt. The death of Enghien, the sufferings of Wright, the punishment of Palm (all proceeding from the excess of cruelty which fear is so apt to engender in a violent temper), and the tortures of Toussaint, are often dwelt upon because the fortunes of individuals, presenting a more definite object to the mind, strike our imagination and rouse our feelings more than wretchedness in larger masses less distinctly perceived. The outrage upon religion by his declaring himself a Mahometan to further his views in Egypt, and the equal outrage upon morality by the mingled force and fraud in his circumvention of the Spanish princes, have in like manner been singled out as peculiar subjects of reproach. But to the eye of calm reflection the undertaking and unjustifiable war for a selfish purpose, or the persisting a day longer than is necessary in a contest which was begun on right grounds, presents a more grievous object of contemplation, implies a disposition more pernicious to the world, and is fitted to call down a reprobation far more severe. Take even the worst of rulers, those whose cruelty and profligacy are the detestation of all mankind, our own Richard III. and the Borgias. The former is believed upon light evidence to have committed many crimes besides those of which there can be no doubt, while just praise is not given to his capacity,

his courage, his improvement of our jurisprudence, and the mildness of his government to all but the nobles; and the latter (the Borgias) have not been generally noted as they deserved for their talents in government, their protection of learning, and especially their promotion of the important study of jurisprudence. The caprice of historians in some sort resembles that of the vulgar, either struck by signal turpitude and regarding it as pervading generally, and excluding all exceptions, or only securing the exception, and making it the rule of decision. A Borgia is held incapable of any good of any kind; a Lorenzo de Medici incapable of evil. Nothing can tend more to keep men in ignorance than such exaggerations; and they have the hurtful effect of intercepting the instruction which a contemplation of the real state of the facts in each case is fitted to impart. The ills that have proceeded from the great scourge of later days have been adverted to, as well as the mischievous effects of the admiration which he excited, and which unhappily has not ceased to inspire the people whom he most injured. But some of his great qualities it would be impossible to admire too much; and though his genius may be pronounced inimitable, in some things his example may be followed, and it is therefore fit that these should be recorded. There is, indeed, an obvious expediency in dwelling rather upon qualities the example of which may lead to imitation, than upon genius however calculated to command admiration—genius which consists in the rare gifts of rich fancy, perception of resemblance and differences not apparent to ordinary minds, but admitted by all as soon as suggested, quick and sure judgment, and the power of not only abstracting the attention from all objects save one, but of directing and concentrating it upon that one. This is what we call genius, the gift of very few, and the works of which are to be admired at an awful distance. The ordinary qualities which diligent study and a fixed desire to excel may place more or less within the reach of all are most fit to be recommended by the example and the success of distinguished individuals. Of these Napoleon possessed two in an eminent degree; they can never be sufficiently kept in mind, and they are of universal application—the strict economy of time, in compliance with the maxim, "*Take care of the minutes, the hours will take care of themselves;*" and the habit of *invariably mastering the whole of whatever subject or part of a subject he considered himself interested in being acquainted with.* The captain who conveyed him to Elba expressed to me his astonishment at his precise and, as it were, familiar knowledge of all the minute details connected with the ship. I heard from one connected with the great Helvetic mediation (1802) that, though the deputies soon found how hopeless they were of succeeding with the First Consul, yet they felt themselves defeated in the long discussion by one more thoroughly master of all the details of the complicated question than they could have believed it possible for any foreigner to become. My illustrious friend the Duke of Wellington had a like consummate acquaintance with whatever subject he was called upon to consider practically; among others may be mentioned his regimental economy and discipline, which Napoleon did not so well know, because he cared not so much for the comfort of his men, nor was at all sparing of their lives (a principal object at all times with the Duke); but he had a knowledge almost preternatural of the place where each corps, or even company of his vast armies, was to be found at any given time, because this was ultimately connected with the use he might make of what he somewhat unfeelingly termed "the raw material." These examples cited of the rule which forbids superficial knowledge absolutely, and prescribes going to the bottom of every subject, or part of any subject, we intend to learn, give it the sanction of the example of both those eminent men, and show that it is a cause of their invariable success.

SACRED DUTY OF THE INSTRUCTORS OF YOUTH.

It is not enough, that the instructors of the people and especially of youth, avoid propagating dangerous errors and implanting or encouraging in their growth feelings hostile to the best interests of mankind. Their duty is to inculcate principles and cherish sentiments having the direct tendency to promote human happiness. Now, the wisdom of ancient times, though it dealt largely with the subject of our passions, and generally with the nature of man in the abstract, never stopped to regard as worthy of consideration the rights, the comforts, and the improvements of the community at large. A sounder philosophy and a purer religion have in modern times entirely abolished all such distinctions; and to consult the interests and promote the improvement in every way of the great body of the people is not only the object of all rational men's efforts, but the best title to public respect and the direct road to fame. The instructors of youth have thus devolved upon them the duty of directing the minds of their pupils towards the most important purposes which their acquirements can serve to promote, the diffusion of knowledge among the people, and their general improvement, inculcating the grand lesson of morals as well as of wisdom, that whatever they learn, of whatever accomplishments they become possessed, in a word, all their acquired talents as much as their natural gifts are a trust held for the benefit not more of themselves than of their fellow-creatures, and of the use whereof they will one day have to render a strict account. The impressions left on the mind in early years are so lively that they last through life; and even when partially affected by other studies, or by the cares of the world, they still exert some influence, and may often be found far more than is supposed, to modify the counteracting and neutralizing influences which they cannot resist. This undoubted truth is not the less important for being often admitted, though there is reason to fear oftener admitted than acted upon in practice.

FACILITIES FOR ENLIGHTMENT IN ANCIENT AND MODERN TIMES.

The difference between ancient times and modern in one great particular cannot be too constantly kept before the eyes of youth—the difference arising from the art of printing, and its important effect, the discussion of all questions by written addresses to much greater numbers than can attend public meetings. The orator has thus a fellow-labourer, it may be a supporter or an opponent, but certainly a rival, in the author, who no longer, as of old, addresses a select few at a different time, perhaps long after the occasion of discussion, but addresses the same persons who form the orator's audience, and vast numbers besides, nearly at the same time and in the same circumstances. It is needless to observe how incalculably this increases the importance of the literary class of the community; and this never can be too deeply impressed upon the student. All the heavy responsibility which rests on this class should be unceasingly dwelt upon; nor can there be a more fit thing than to cite the words of Mirabeau, who held the literary character in the highest estimation, glorying in the name of author, proud and not ashamed of receiving the wages of his labour, necessary for his support. Mirabeau thus apostrophizes literary men:—"Oh! would they but devote themselves honestly to the noble art of being useful! If their indomitable vanity would compound with itself and sacrifice fame to dignity! if, instead of vilifying one another, and tearing one another in pieces, and mutually destroying their influence, they would combine their exertions and their labours to overthrow the ambitious who usurps, the impostor who deceives, the base who sells himself; if, scorning the vile vocation of literary gladiators, they banded themselves like true brethren in arms against prejudice, falsehood, quackery, tyranny, of whatever description, in less than a century the whole face of the earth would be changed!" It is pleasing, it is also useful, to reflect upon the tendency of academical studies to pierce beyond our walls, and by means of popular assemblies and the press to spread over the people the knowledge here acquired. Not only have the lectures occasionally delivered by our Professors beyond the precincts had the happiest effect on the middle classes, but they have extended to the working men. It was, indeed, a pupil of this University (Birkbeck), afterwards transferred to a quasi-collegiate chair at Glasgow, who 60 years ago made the great step of lecturing upon scientific subjects to the working classes. In the town where Watt in his workshop applied in philosophic principle the knowledge he had learned from Black to the construction of the great engine which has almost changed the face of the world, the attempt was most appropriately made, and with complete success, to demonstrate that the highest intellectual cultivation, and a keen relish for the sublime truths of science, is compatible with the daily toils and care of our humbler brethren. A further encouragement to the spread of such studies has been recently given by the English Universities in bestowing honours of a class subordinate to academical, after due examination.

DISTINCTION BETWEEN BENEFICENCE AND BENEVOLENCE.

There can be no doubt that we shall follow so admirable an example. The instructors of youth have no more important duty than to inculcate the great truth—even through life worthy of a large share in the guidance of our conduct—that it is beneficence, rather than benevolence, at least, benevolence shown in benificence, which can be regarded as a virtue, and entitled to confidence and respect. Mere good disposition, unless guided by good judgment, may be admired as amiable, but must be barren of good fruit, and may even produce evil. Charity ill bestowed may prove more hurtful than selfishness; and they who have impoverished themselves or their heirs may find others yet more injured by their ignorance or errors, as gifts bestowed with the best intentions have been found to promote the immorality and propagate the disease which they were desirous to prevent. Foundling and Smallpox Hospitals, both in England and Ireland and on the continent, are the proofs. But where the will to serve mankind unites with the knowledge how to serve them—where the will is followed by the deed, and the desire to do good is gratified at a personal sacrifice, there can be no greater merit in the eyes of man, nor any, let us humbly affirm, more fitted to obtain the approval of Heaven. It is bountifully ordered that such conduct shall even in this life be rewarded both by an approving

conscience and by the delight which the reflection affords. But generous acts are limited by our means, and we can only in a few instances have this enjoyment. I have known a small circle of persons who made a point of doing some act of kindness to individuals daily—that is, daily on an average, keeping what was termed a "Titus account," from the Roman Emperor, who deemed every day lost in which some deed of mercy or favour had not been done. But such indulgences are confined by our circumstances or our necessary avocations. Then let us compound by acts which have a beneficial tendency on a larger scale and give whole classes of our fellow-creatures cause to bless our names. Such is the duty, and such ought to be the pleasure of all men, each in his station, and at every age, from the entrance into active life down to its close, even of those whose years make it necessary to relax, though by no means to give up their labours. From an entire discontinuance of work they would vainly seek repose—

"The want of occupation is not rest,
"A mind quite vacant is a mind distrest."

In former times it was very usual for those whose lives had been passed in camps or courts, wearied with the turmoil and anxieties of war, of the busy restlessness of intrigue, to seek repose in the cloister,

"In the deep solitudes and awful cells,"

where they fancied that

"Heavenly pensive meditation dwells."

and fondly hoped by superstitious observances to efface their own memory of evil deeds, or to propitiate Heaven by mortifications which tormented themselves and benefited no one. Even many whose course had been blameless and who had only to lament the advance of age unfitting them for active life, sought the cloistered shade with the same design of enjoying rest and seeking the Divine favour by unprofitable service. In our day a wiser and more virtuous course is taken by those who are no longer able to perform all the duties which had exhausted the strength of their youth. They still feel able to contribute their share, though far less than they could wish, to the service of mankind. If in action good intentions avail nothing without deeds, and even deeds are of no merit, however well meant, unless wisely done, so opinions as opinions, and, without reference to actions, are of no value except for their truth, their soundness; and this is alone to be regarded in their adoption.

VALUE OF THE STUDY OF NATURAL THEOLOGY AND KINDRED SCIENCES.

The wonders of the natural world have in all ages been dwelt upon as showing the hand of the Creator and Preserver at every step of our inquiries; and each new discovery has added to the devout confidence of the student. For instance, the late proof of the stability of the universe, so little suspected before our day that men argue on the necessity of interference to retain the planets of their path, has thus afforded a very striking illustration of the rational optimism which is the best solution of the ancient but constantly recurring question Πόθεν τό κακόν. Thus, then, natural theology stands at the head of all sciences, from the sublime and elevating nature of its objects. It tells of the creation of all things, of the mighty power that fashioned and sustains the universe, of the exquisite skill that contrived the wings and beak and feet of insects, invisible to the naked eye, and that lighted the lamp of day, and launched into space comets, myriads of times larger than the earth, whirling ten thousand times swifter than a cannon ball, and two thousand times hotter than red-hot iron. It passes the bounds of material existence, and raises us from the creation to the Author of Nature. Its office is not only to mark what things are, but for what purposes they were made by the infinite wisdom of an all-powerful Being, with whose existence and attributes its high prerogative is to bring us acquainted. If we prize and justly, the delighful contemplations of the other sciences—if we hold it a marvellous gratification to have ascertained exactly the swiftness of the remotest planets, the number of grains that a piece of lead would weigh at their surfaces, and the degree in which each has become flattened in shape by revolving on its axis, it is surely a yet more noble employment of our faculties, and a still higher privilege of our nature, humbly but confidently to ascend from the universe to its great first cause, and investigate the unity, the personality, the intentions, as well as the matchless skill and mighty power of Him who made and moves and sustains those prodigious bodies, and all that inhabit them. But moral science lends liberally the same lights and bestows the same enjoyments. For He also created the mind of man, bestowed upon him a thinking, a reasoning, and a feeling nature, placed him in a universe of wonders, endowed him with faculties to comprehend them, and to rise by his meditations to a knowledge of their Divine cause. The connexion of attention with memory, the helps furnished by the influence of curiosity and the force of habit, the uses to which the feelings and the passions are subservient—as love to the continuance of the race, the affections to the rearing of it, hope to encourage and sustain, fear to protect from danger—all the instincts of all creatures, in some acting with a marvellous accuracy such as reason could not surpass, and all perfectly suited to the position of the individuals,—these are not more marvels of Divine skill than of the benevolence which pervades all creation, moral as well as material. But societies of men, even in his social capacity, are the special object of Divine care—"Nihil est principi illi Deo qui omnem hunc mundum regit quod quidem in terris fiat acceptius quam concilia cœtusque hominum jure sociali quæ civitates appellantur."—*Cic., Somn. Scip.* And the same pleasing and useful effects result from the study of man in his social as in his individual state, and from a contemplation of the structure and functions of the political world. The nice adaptation of our species for the social state, the increase of our power as well as the multiplication of our comforts and our enjoyments by union of purpose and of action, the subserviency of the laws governing the nature and motions of the natural world to the uses of man in his social condition, the tendency of his mental faculties and moral feelings to further the progress of social improvement, the predisposition of political combinations, even in unfavorable circumstances, to produce good; and the inherent powers by which evil is avoided, compensated, and repaired; the singular laws, partly physical and partly moral, by which the numbers of mankind are maintained and the balance of the sexes preserved with unerring certainty—these form only a portion of the marvels to which the eye of the political observer is pointed, and by which his attention is arrested; for there is hardly any one political arrangement which, by its structure and formation does not shed a light on the capacities of human nature, and illustrate the powers and the wonders of the Providence to which man looks up as his maker and preserver. But most important, and to our feeble nature most consolatory, is the impression which all our study of this vast subject leaves of perfect wisdom being accompanied by constant benevolence. This is declared by all the works around us, and is deeply felt in all the sentiments of our mind. We find everywhere proofs that we live under a ruler who, unlike human lawgivers, far oftener proclaims rewards than denounces punishment. Furthermore, it is a general rule and would be found absolute and universal, if our knowledge embraced the whole system, that while pleasure is held out to induce much more than pain to deter, the pleasure is beyond what would suffice, there is some gratification more than requisite. And this can only be because the giver of good delights in the happiness of his creatures. Such contemplations at once gratify a scientific curiosity and afford a moral indulgence. They prove that the awful Being, of whose existence we are made certain, and whom we know as our Creator, is the good Being by whose preserving care we are cherished, and sentiments of piety and devotion arise to fill our minds which he only can reject who has the faith of Epicurus and the feelings of a Stoic. Above all, is the necessity of making upon the mind of early youth an impression which never can wear out by lapse of time, or be effaced by the rival influences of other contemplations or be obliterated by the cares of the world. The lessons thus learned, and the feelings engendered or cherished, will shed their auspicious influence over the mind through life; protecting against the seductions of prosperous fortune, solacing in affliction, preparing for the great change that must close the scene by habitual and confident belief in the King, eternal, immortal, invisible, the only wise God, and in the humble hope of immortality which the study of His works has inspired, and which the gracious announcements of His revealed will abundantly confirm.

The delivery of Lord Brougham's address was frequently interrupted by applause, and at its conclusion his Lordship sat down amid enthusiastic and prolonged cheering.

[LORD BROUGHAM AS CHANCELLOR OF EDINBURGH UNIVERSITY.

Lord Brougham has been receiving an ovation in Edinburgh, having been elected Chancellor of its University. The inaugural address, which occupies some seven columns of *The London Times*, has all the old fire and splendor of illustration. His principal failing is the delivery, his voice being always maintained at a harsh screech-owl pitch, and the simplest sentences being poured out with a thunder of vehement earnestness, and a gyration of person, as if he was denouncing as of old the infamy of a monarch, or calling the Lords, on bended knees, "to pass the bills." Still, this vitality and preternatural power, at such an age, is wondrous. He is upright as ever, and his gray hair, in huge, hirsute luxuriance, surrounds his features like a jungle in which huge barrels of animation were concealed, which required only the touch of the torch to spring into a blaze. As he grows older, the world is forgetting his faults in the memory of the great services he has rendered. It is no mean distinction for any public man that his name should be inseparably connected with three such movements as the abolition of slavery, the promotion of education, and the amendment of the law. To this distinction Henry Brougham has earned an incontestible title. It will be his best and surest passport to lasting fame; it will more than atone in the ages of posterity for many eccentricities, many

follies and a few grave faults. Long after these have ceased to be remembered, history, which rarely applies to the microscope, will have to record, and his country to acknowledge, that the maturest years of a long and unceasingly active life were still devoted with unabated zeal to the promotion of those great objects whose advocacy employed the ardor of his youth and the indomitable energies of his manhood.—*Correspondent of a New York Paper.*]

2. Sir David Brewster, LL.D.

Principal of the University of Edinburgh.

PERNICIOUS CHARACTER OF DEGRADING SPECULATIONS.

In a recent address to the students of the University, the principal remarked as follows:—"It is necessary to warn you against speculations morally and intellectually degrading. In the blue heavens above, in the smiling earth beneath, and in the social world around, you will find full scope for the exercise of your noblest faculties, a field ample enough for the widest range of invention and discovery. Science has never derived any truth, nor art any invention, nor religion any bulwark, nor humanity any boon, from those presumptuous mystics who grovel amid nature's subverted laws —burrowing in the caverns of the invisible world, and attempting to storm the awful and impregnable sanctuary of the future. The sciences of zoology, botany, geology and mineralogy, including the structure and physical history of the earth, constitute one of the most fascinating studies, and one which even fashion has introduced into many intellectual households, where *aquaria*, or *vivaria*, the nurseries of interesting plants and animals, decorate the library and drawing-room. Studies of this kind, which can be pursued in our walks for health or for pleasure, require like preparation for the mind. They are associated too, with many of our wants and amusements, and find frequent and useful applications in the various conditions of life. In no other University in Scotland can these subjects be so favourably studied as in this, amid its magnificent collections in zoology, botany, and mineralogy. There is only one other branch of study to which I am anxious to call your attention. The advances which have recently been made in the mechanical and useful arts have already begun to influence our social condition, and must affect still more deeply our systems of education. The knowledge which used to constitute a scholar, and fit him for social and intellectual intercourse, will not avail him under the present ascendancy of practical science. New and gigantic inventions mark almost every passing year,—the colossal tubular bridge, conveying the monster train over an arm of the sea—the submarine cable, carrying the pulse of speech beneath 2000 miles of ocean—the monster ship freighted with thousands of lives—the hugh rifle gun throwing its fatal but unchristian charge across miles of earth or ocean. New arts, too, useful and ornamental, have sprung up luxuriantly around us. New powers of nature have been evoked, and man communicates with man across seas and continents with more certainty and speed than if he had been endowed with the velocity of the race-horse, or provided with the pinions of the eagle."

3. The Right Hon. Lord Wrottesley,

President of the British Association, for the year 1860–61.

THE REVELATIONS OF SCIENCE.

(*Extract from his Inaugural Address before the Association at Oxford.*)

I may perhaps be permitted to express the hope, that the examples I have given of some of the researches and discoveries which occupy the attention of the cultivators of science, may have tended to illustrate the sublime nature, engrossing interest, and paramount utility of such pursuits, from which their beneficial influence in promoting the intellectual progress and the happiness and well-being of mankind may well be inferred. But let us assume that to any of the classical writers of antiquity, sacred or profane, a sudden revelation had been made of all the wonders involved in Creation accessible to man; that to them had been disclosed not only what we now know, but what we are to know hereafter, in some future age of improved knowledge; would they not have delighted to celebrate the marvels of the Creator's power? They would have described the secret forces by which the wandering orbs of light are retained in their destined paths; the boundless extent of the celestial spaces in which worlds on worlds are heaped; the wonderful mechanism by which light and heat are conveyed through distances which to mortal minds seem quite unfathomable; the mysterious agency of electricity, at one time destined to awaken men's minds to an awful sense of a present Providence, but in after times to become a patient minister of man's will, and convey his thoughts with the speed of light accross the inhabited globe; the beauties and prodigies of contrivance which the animal and vegetable world display, from mankind downwards to the lowest zoophyte, from the stately oak of the primeval forest to the humblest plant which the microscope unfolds to view; the history of every stone on the mountain brow, of every gay-colored insect which flutters in the sunbeam;—all would have been described, and all which the discoveries of our more fortunate posterity will in due time disclose, and in language such as none but they could command.

It is reserved for future ages to sing such a glorious hymn to the Creator's praise. But is there not enough now seen and heard to make indifference to the wonders around us a deep reproach—nay, almost a crime? If we have neither leisure nor inclination to track the course of the planet and comet through boundless space; to follow the wanderings of the subtle fluid in the galvanic coil or the nicely poised magnet; to read the world's history written on her ancient rocks, the sepulchres of stony relics of ages long gone past; to analyze with curious eye the wonderful combinations of the primitive elements and the secret mysteries of form and being in animal and plant; discovering everywhere connecting links, and startling analogies and proofs of adaptation of means to ends—all tending to charm the senses, to teach to reclaim a being who seems but a creeping worm in the presence of this great creation—what, I repeat, if we will not, or cannot, do these things, or any of these things,—is that any reason why these speaking marvels should be to us almost as though they were not? *Marvels* indeed they are; but they are also mysteries, the unravelling of some of which tasks to the utmost the highest order of human intelligence. Let us ever apply ourselves seriously to the task, feeling assured that the more we thus exercise, and by exercising improve our intellectual faculties, the more worthy shall we be, the better shall we be fitted to come nearer to our God.

4. Cornelius Felton, Esq., LL.D.

President of Harvard University.

PERSONAL REMINISCENCES ON HIS ELECTION TO THE PRESIDENCY.

(*Extract from his Inaugural Address at the University Commencement.*)

I have accepted the office of President of this ancient University, not ignorant of its labors, nor inexperienced in its anxieties. The men who have preceded me—the illustrious dead, who rest in yonder church-yard, or under the peaceful shades of Mount Auburn —the eminent and beloved among the living, who, having retired from this scene of duty, adorn by their inspiring presence this day —have established a standard of official labor and responsibility, which may well give pause to any man called to succeed them. I appear before you to-day with no new views to offer. I am not a new man here—I am the oldest inhabitant. I believe not one, holding office in any department of the University, when I returned after an absence of two years, is now in active academical duty. In the immediate government of the College, my associates are, with few exceptions, men who have been my pupils; without exception, men to whom I have been attached by the ties of a friendship which has never been interrupted by a passing cloud. Had my personal wishes been gratified, I should have been left to the cultivation of Grecian letters and the studies of the Professorship, in which I have passed so many happy years. When St. Basil, having long resided in the society of the students and philosophers of Athens, was called by the duties of life to leave those classic scenes, he departed with lamentations and tears. More fortunate than St. Basil, I am permitted to remain. I shall not desert the Academic Grove. The voices of the Bema and the Dionysiac Theatre still ring in my ears with all their enchantments. Homer, Æschylus, Sophocles, Plato, Aristotle, Demosthenes,—I shall not part company with you yet. Helicon and Parnassus, which my feet have trodden literally as well as figuratively, are consecrated names. Hymetus still yields his honied stores, and the Cephissus and Ilissus stil murmur with the thronging memories of the past.

THE FOUNDERS OF HARVARD UNIVERSITY—THEIR OBJECTS.

Every record of the proceedings of our ancestors in relation to the Institution, shows that they had large and liberal purposes. They aimed to educate a learned clergy, but not that alone. The general education of the people was embraced in the scope of their enlightened plans; and they included in their idea of a scheme of general education, the principles of the highest possible education. The University was upreared, side by side with the school house, as an indispensable part of the instrumentalities of civilization. They built up a State, which they resolved should be a Christian State; but their conception of a Christian state included the widest range of human learning. They were no fanatics of a single narrow idea. They were men of piety, but not an ignorant piety. They thought the chief end of man was to glorify God; but they would glorify him by unfolding to the highest possible extent the faculties of the

human soul, which he created in his own image. We smile as we recall some of the quaint and ceremonious requirements of the earliest college laws. Manners change, in external manifestation, from age to age, but the basis of good manners, respect for the right of others, modest estimate of self, honorable submission to established laws, deference to venerable age, illustrious character, and official station, and reverence for sacred things; these are the foundation of the manners and gentlemen everywhere and at all times. Our ancestors had this in view, in all of their rules of order, however quaintly expressed, and they were wise men, in requiring of the academic youth, good manners as well as good morals—the minor morals as well as the greater morals.

NON-UNIVERSITY MEN—SPONTANEOUS IMPULSE.

The young man who would achieve lasting renown must learn to curb his fiery impulses, and subdue the wandering of his impassioned thoughts, and this the studies of the university most readily help him to do. I do not say there is no other way of achieving this result but this is the shortest and most effective way. Great men conquer great difficulties, but they remember what the difficulties were and strive to put them out of the way of their successors. Washington and Franklin were not University men, but the former recommended and the latter founded a University. Franklin was not a classical scholar, but he provided the means whereby others should become classical scholars, and wishing to make a present for our Library which should signalize his appreciation of good learning he sent a handsome copy of Virgil. But if severe training be necessary for effective mental action, what room is left for spontaneous impulse, some may ask. What channel for inspiration? For among those who question the ancient methods we hear a great deal said about inspiration and spontaneity—pardon me the word. Without discipline there is no spontaneous action worth the having—no inspiration that deserves to be listened to. Paul drew an illustration from the Pagan games; let me ask the advocates of spontaneity what they think of the principle as applied to the boat race in which our young friends so much distinguished themselves? And the careful diet, the early hours, the daily testing of vigor and skill, the total abstinence from hurtful drink and food, the training of the eye, the ear, the hand—are all these spontaneous actions? Does the man who pulls the stroke oar do it by spontaneity? I know not, but I should not like to pull against such a man, with all the spontaniety I could muster.

---

5. The Right Rev. Dr. Strachan,

Lord Bishop of Toronto.

PRIZES—PERSONAL REMINISCENCES OF THEIR VALUE.

After the delivering of prizes to the children attending the day School of the church of the Holy Trinity, Toronto,* the Bishop proceeded to say that he had very great pleasure in being present to deliver the prizes to the children. He was much gratified in finding that such a large number had been given for good conduct. It must also be very gratifying to the parents to learn that their children had been presented with prizes for their good conduct while attending school. He sincerely trusted that the children would go on in endeavoring by their conduct to please their parents, as nothing would give their parents so much pleasure as the thought that their children were going in the right path, and earning the esteem of their teachers by their good conduct. Nothing, he could assure them, gave their mothers so much gratification as the thought that their offspring obeyed the command of their teachers while in school. He hoped they would continue the course they had so well began. It must also be very gratifying to the pupils that they had got prizes and marks of honour for attention and proficiency in the several branches of knowledge. These prizes were simple in themselves, but how much more were they valued than if a friend merely presented any one of them with a book of the same value. The prizes which they had honourably and fairly gained would be treasured up in after years, and looked upon with great satisfaction. He had seen men nearly one hundred years of age, who had set the greatest value on the prizes they had gained at school. He (the Bishop) had in his possession, at the present time, a Greek Testament which he had gained as a prize at school when he was only fourteen years of age, and he could assure them that he turned over its pages with much pleasure, and set the greatest value upon it. When he looked upon this book it recalled to his memory the many happy hours he had spent in study and in play with those who were now removed from earth. He felt confident that the children before him, who had received prizes, would, if they treasured them up experience the same feelings in after life. He sincerely trusted that they would go on in the same way as they had been doing. He hoped, however, that those who had not got prizes would not envy those who had, as he felt certain they had earned them honestly and fairly, but that they should endeavour by attention to their studies to earn the same rewards at a future time.

EDUCATIONAL SYSTEM OF UPPER CANADA—RELIGIOUS ELEMENT.

He wished now to make a few observations on education in Canada generally. He must say that the system of education in this country was more elaborate and perfect than could be found in any country in Europe. The concoctors of the scheme deserved a great deal of credit for the manner in which they had performed their work. But, however perfect it might be in general, he must say that the soul had been taken out of it by leaving out the religious element. This had been totally left out at first. Since that time, however, a little life had been given to it by the introduction, to some extent, of religion; and he sincerely trusted that they would bring religion more and more into the present system of education. It was impossible to separate religion from secular education, and by doing so, they as it were, separated the body from the soul. Religion pervaded everything; they found it in the books which they read, and while studying the works of nature. While, therefore, he would give the credit due to those who had originated the elaborate, and to a certain extent perfect system of education which obtained in this country, still he would use every effort to have religion infused into the education of the youth of the country. As far as he was able he would use his influence to give the children a religious as well as a secular education, and he regretted that their excellent system of education should be purely secular. Most distinguished men had in addition to their other qualities, been religious; and he wished to see the youth of the country brought up with a due respect and love for religion. Unless they combined religion with secular education, their system was not complete. [See page 126.]

---

6. The Rev. Dr. Ryerson.

Chief Superintendent of Education for Upper Canada.

DUTIES AND RESPONSIBILITIES OF EDUCATED YOUNG MEN.

At the recent Convocation of Victoria College, Dr. Ryerson thus addressed the Graduating Class:—To you, my young friends, this day is fraught with peculiar interest. It is an epoch in your lives. It is the moment that intervenes between your preparation for life and your vocation in life; between your pursuits of various and delightful studies and your pursuits of various and active employments; between your retired security under the powerful literary, social, and religious influences of this truly Christian, and, therefore, liberal because Christian, Institution, and the exposure and temptations of professional and other employments. While the retrospect of the past must present to your minds many grateful recollections, the uncertain and eventful future must excite in your minds many anxious apprehensions.

At such a juncture, and under such circumstances, may I not recommend to you implicit trust and consecration to the service of that God in whom we live, and move, and have our being? He is present with the statesman in his councils, the scholar in his study, the professional man in his vocation, the merchant in his commerce, the tradesman in his business, and the labourer in his husbandry. He has been the guide of my own youth, the strength of my manhood, and is now the support of my riper years. He is a safe counsellor in the hour of perplexity, an unfailing helper in the time of need, and a heart-consoling comforter in the hour of trial and suffering. With His blessing you cannot fail of the best success and the truest happiness; under His frowns you cannot escape disappointment and misery.

May I not also recommend, as did Pythagoras in one of his golden verses, to you, to reverence yourselves, and never act unworthy of the powers with which you have been endowed, the advantages you have enjoyed, the responsibility with which you are invested, the fond solicitudes and hopes of your parents, your instructors, your friends, and your country.

Suffer me to remind you, that in completing your college course, you have but laid the foundation of your real education; it remains for you to erect the superstructure. A student of Trinity College, Dublin, made a parting call upon one of his teachers, stating that he was leaving the University, as he had "finished his education." The professor replied "Indeed! I am only beginning mine." The great value of a Collegiate education consists not so much in the the knowledge it imparts, as in the mental power which it creates by its studies and discipline, and the principles it inculcates for the exercise of that power. To cease, or even to relax your studies now, is to recede, rather than advance, is to throw away, in a greater measure, the fruits of your past labors. The principles you have imbibed are for your future guidance; the attainments you have made are but the rudiments of further acquisitions; the increased mental

* See page 126.

power with which your diligence in a severe course of literary and scientific studies and exercises has invested you, is now to be employed on a larger scale and a wider sphere. Industry, energetic, ceaseless industry, with uprightness and the Divine blessing, will accomplish all. Even "national progress is the source of individual industry, energy, and uprightness, as national decay is of individual idleness, selfishness and vice."

POVERTY NO BAR TO SUCCESS IN LIFE—VARIOUS EXAMPLES.

Suffer me to say further, be not discouraged by poverty or difficulties. Some of you may have exhausted your own means and all the resources of parental kindness, in completing your Collegiate course, and you have now nothing to rely upon but your character, your talents, and your attainments. Be assured these are the best capital with which to commence the business of life, whatever be its profession or employment. I think it is a great error in parents to provide an annuity for their sons to rely upon in commencing their professional or business life; and, I believe, such an annuity is oftener an injury than a benefit to its recipient, much more what is miscalled a "fortune." Self-reliance, in dependance upon God alone, is the mainspring of individual success, usefulness and happiness. Lord John Russell once applied to the late Lord Melbourne, when the latter was Prime Minister, for a provision for one of the poet Moore's sons. Lord Melbourne's reply contains the following sound philosophy and useful advice. "Making a small provision for young men is hardly justifiable, and it is, of all things, the most prejudicial to themselves. They think what they have much larger than it really is, and they make no exertion. The young should never hear any language but this: "*You have your own way to make, and it depends on your own exertions whether you starve or not.*'" From the humble situation of a barber, in a underground cellar, with the sign "Come to the subterraneous barber—he shaves for a penny," Richard (afterwards Sir Richard) Arkwright became the founder of the cotton manufactures of Great Britain; and Turner, from the same humble employment, became the greatest of British landscape painters; Dr. Livingstone, who is doing so much for science and history by his researches in South Africa, was, a few years ago, a weaver in Scotland; and George Stephenson, to whose genius and science we are indebted for the speed with which the railway locomotive brought us this morning from Toronto, was once a colliery engine fireman, scarcely able to read when he came to manhood, and teaching himself arithmetic and mensuration during his spare hours from labor. Professor Faraday—son of a poor blacksmith, and himself an apprentice to a book-binder until 21 years—is now one of the first philosophers of the age, and excels his great master, Sir Humphrey Davy, in lucid expositions of the most difficult questions of natural science. And Sir H. Davy himself was, in early life, an apprentice to a country apothecary, and said, on one occasion, "What I am, I have made myself: I say this without vanity, and in pure simplicity of heart." The great Lord Tenterden, one of the most distinguished of the Lord Chief Justices of England, took his own son Charles on one occasion to a little shed standing opposite the western front of the Canterbury Cathedral, and pointing it out to him said "Charles, you see this little shop; I have brought you here on purpose to shew it to you. In that shop your grandfather used to shave for a penny! That is the proudest reflection of my life." The still more illustrious Lord Chancellor Eldon, whose family name was John Scott, was the son of a Newcastle coal-fitter, was first intended by his father for the trade of a grocer and afterwards for that of a coal fitter. But at this time his eldest brother William (afterwards Lord Stowell), who had obtained a scholarship at Oxford, wrote to his father, "Send Jack up to me; I can do better for him." John, by his indomitable energy and perseverance, so distinguished himself at Oxford that he at length obtained a fellowship. But when at home, during the vacation, he fell in love, and running across the border into Scotland with his eloped bride he married, lost his fellowship, lost all hope of preferment in the Church for which he had been destined, and, as friends thought, ruined himself for life. He then commenced the study of law, and writing to a friend, said, "I have married rashly, but it is my determination to work hard to provide for the woman I love." The privations and labors endured by John Scott in the study of the law and during four years after his admission to the bar, almost exceed belief. He rose at four every morning, studied late at night, sometimes binding a wet towel round his head to keep himself awake. Too poor to study under a special pleader, he copied out three folio volumes from manuscript collection of precedents. The first year at the bar, his professional earnings amounted to but nine shillings; but he persevered, the more laborious in study as he was wanting in practice, until at length the large legal knowledge he had acquired was turned to account in a case in which, contrary to the wishes of the client and attorney who had employed him, he appealed against the decision of the Master of the Rolls to the House of Lords, and Lord Thurlow, in behalf of the House of Lords, reversed the decision on the very point urged by John Scott. On leaving the House of Lords that day, a solicitor said to him, "Young man, your bread and butter is cut for life." And so it was. His practice soon brought him, and "the woman he loved," a princely income, and John Scott afterwards become Lord Chancellor Eldon, and Mrs. Scott, Lady Eldon; and the same Lord Eldon, when once asked what contributed most to success at the bar, replied,—"Some succeed by great talent, some by high connexions, some by miracle, but the *majority by commencing without a shilling.*" If you look to the Bench—the stainless Bench of Upper Canada—you will find that every one of our Judges, I believe, *commenced without a shilling*, as has nearly, if not quite, every leading man at our bar. In the midst of poverty and difficulties then, let every young man before me commence his career of life with an honest, a religious, a resolute, and courageous heart. And I will add last, but not least, cherish, honor, defend, if need be, your Alma Mater, Victoria College, and love your country as yourselves. (Prolonged applause.)

8. The Rev. S. S. Nelles, M.A.

President of the University of Victoria College.

UNCERTAINTY OF THE FUTURE.—PARTING COUNSELS.

In reply to a complimentary address, which was presented to him at the close of the Session by the students, Mr. Nelles thus concluded: In closing, young gentlemen, the exercises of the present Academic year, I am affected to think that I have, of late, been so much separated from you, and that now from many of you I am about to be separated more widely and permanently. I can only say that my good wishes and prayers will follow each of you through life. It saddens me to remember how little of the future career of any one of you can be forseen. The uncertainty of your several destinies after leaving these halls is perhaps less than that which attended your entrance. Your characters have become somewhat matured and settled, and you have been brought, I trust, under the guidance of principles which will lead you onward to usefulness and honor. Yet nothing can save you from the severe and perilous conflict of life. Much of joy and sunshine may await you, but also much of disappointment and sorrow. These are wisely intermingled in the system of divine discipline under which we live. Ardently as I could desire for you a joyous future, I cannot pray that you should be wholly free from "the days of darkness." I pray rather that each of you may become wise, and strong, and pure, and that you may cultivate in sunshine and shade that essential principle of all strength and excellence—a true faith in God.

What is called a prosperous life is commonly the most beset with dangers. With a proper interpretation, I may commend to you the paradoxical lines of Lover:—

"O watch you well by daylight,
By daylight you may fear,
But keep no watch in darkness,
The angels then are near;
Oh! watch you well in pleasure,
For pleasure oft betrays,
But keep no watch in sorrow
When joy withdraws its rays."

Remember that the goal of life is spiritual perfection, and those who have most fully attained to this great object have come round by the rough and thorny road of sorrow.

"Then in life's goblet freely press
The leaves that give it bitterness,
Nor prize the colored waters less,
For in thy darkness and distress
New light and strength they give."

I thank you, my young friends, for your costly and beautiful gift with your affectionate address. They will ever remain as precious mementos in my family; they will remind me that Victoria College has many devoted sons scattered through the land; they will ofttimes serve to cheer me and my dear companion amid future toils and trials, and will inspire me with new ardor for the advancement of our beloved University.

II. MODEL GRAMMAR SCHOOL EXAMINATION.*

OBJECT OF THE MODEL GRAMMAR SCHOOL.

Before proceeding to deliver the Prizes at this examination, the Rev. Dr. Ryerson, Chief Superintendent of Education, stated that—The object of the Model Grammar School, like that of the other Model Schools, established in this city, was not primarily to teach youth, but rather to teach teachers how to teach. The object of the Normal Schools was to train teachers for the teaching and management of elementary schools, and the object of the Model Schools connected with them, was to afford an opportunity of practising teaching,

* See page 126.

and to show how the Common Schools should be conducted. The object of the Model Grammar School was to show how children should be taught those branches of instruction which rose above the subjects taught in Common Schools. All in this country, acquainted with the state of public instruction, and the education of our youth, had felt that the ordinary Grammar Schools were in a low state. Every one had felt that important improvements were required with reference to the Grammar Schools of the country. To point out defects, and to show the necessity for improvements was easy, but to show how these improvements could be made, and to afford a practical illustration of the possibility of making them, was a very different thing. That could only be accomplished by the establishment of a Model Grammar School, as well as Model Common Schools, — not primarily to teach a certain number of youth, but to show how children throughout the Province should be taught those subjects which were appropriate to Grammar Schools. But, in accomplishing this object, it was of course necessary to teach those subjects in the Model Grammar School in the best way possible, and with that view the utmost pains had been taken to select as teachers persons the most competent for this work. In this respect they had been eminently successful. They had nothing to regret, but everything to congratulate themselves upon in the selection they had made, in organizing this Model Grammar School. The principal part of the work—the training of masters for the management of Grammar Schools as they had been training masters for Common Schools—had yet to be entered upon. But the first thing to be done was to have a Grammar School worthy to occupy towards other Grammar Schools a corresponding position to that of the Normal School towards Common Schools—and this they had accomplished. He was happy to have the honour of being present on this occasion with the oldest school-masters as well as he believed the oldest active clergyman in the Province of Upper Canada—the Lord Bishop, who, in the earliest period of the history of the Province, afforded a practical illustration of a well managed school, not surpassed in efficiency even at the present time, and who now in the evening, he might say the cloudless evening of life, evinced the same interest in the instruction of youth, which in his days of youthful energy was so remarkably characteristic of him. (Applause.) He was happy also to find present on this occasion a Chief Justice, to whom, when a Minister of the Crown, he (Dr. R.) made the first report on the state of elementary instruction in this Province, and who assumed the responsibility of bringing into the Legislature, under the auspices of the Government, the first School Act for the organization of the schools of this country according to the system now in operation. He was happy also to find another Judge present, who introduced the Grammar School Law, by the administration of which they had been enabled to improve the character of the Grammar Schools. The Chief Justice must remember that, when the first Common School Act was introduced, all connected with the system of instruction in this country seemed to be in the dim and uncertain future. He thanked God it was not altogether so at the present time; nevertheless he felt satisfied that what had hitherto been done was only the dim dawn of a lighter day in the intellectual horizon. (Applause.)

PROGRESS AND SUCCESS OF THE MODEL GRAMMAR SCHOOL.

G. R. R. Cockburn, Esq., M.A., Rector of the Model Grammar School, in reviewing the session now closed, felt that he occupied an agreeable position in being able to state to the parents and guardians of the boys now present, that the Model Grammar School had met with a large measure of marked success, which he attributed to the hearty co-operation he had received from the gentlemen associated with him in the work of instruction, and to the deep interest manifested in their operations by the various members of the Council of Public Instruction. And if out of that Board he might select one, he might say that he and his colleagues felt under special obligations to the Chief Superintendent of Education, for energetic co-operation and valuable advice. He was much gratified to observe the interest manifested by so many parents and guardians to-day, and when he looked at the benches filled by the pupils, his thoughts could not but revert to the time when two years ago the doors of the Model Grammer School were first thrown open, and some twelve recruits stalked in. He had at that time been but a few weeks in Canada, and the prospect appeared by no means inviting. But in the course of a few months their numbers increased so rapidly, though the fees were the highest in the Province, that he was compelled to obtain additional assistance, and to close the school against further admissions. He desired now to say something with respect to the general conduct and progress of the boys. When he came to Canada two years ago he was somewhat alarmed by the accounts he heard of Canadian boys. He was told that they could only be ruled by a rod of iron. He was told that in fact there were no boys in Canada, and that by some wonderful hot-bed process the child of the nursery was developed into the young man, fully alive to the dignity of his position. This prospect somewhat staggered him, but he resolved to see what a kind and firm discipline, united with a strict moral and religious training could effect. And he was happy to be able this day to say, that through the energetic co-operation of all the gentlemen associated with him in the work of instruction, the rod had never been seen within the walls of the Model Grammar School. Mr. Cockburn went on to acknowledge his obligations to the intelligent co-operation of the parents and guardians of the pupils, and to express his high sense of the manner in which both the senior and junior boys attending the school had conducted themselves. He said an active spirit of generous rivalry had been introduced amongst them, a spirit which had been lately fostered a system of marking. By this system, so exact a mathematical value was attached to every question answered and every error committed, that in one instance a prize was decided by the difference of a hundredth part of a unit. (Applause.)

THE NECESSITY AND VALUE OF HIGHER EDUCATION IN CANADA.

Hon. Chief Justice Draper, after accompanying the distribution of prizes in the fourth class with a few appropriate remarks, said he felt happy to have the opportunity of congratulating Dr. Ryerson on the success which had attended his efforts since the measure, by which the Common Schools was placed on their present footing, was brought forward. He himself had no merit whatever as regarded the preparation of that measure. It was brought forward and placed in his hands by Dr. Ryerson. The present occasion, however, was not one on which it would be appropriate to say much with regard to the Common Schools. This was a more fitting time to speak of that higher class of education of which the youths around him were enjoying the benefit. Something more was wanting in every community than that mere elementary education which those who had to maintain themselves by a life of manual industry could afford time to procure. We wanted not merely that education which was within the means of those whose hardy hands earned a livelihood by hard manual labour, and which would always make their toil sweeter. We also wanted the higher education which would fit our youth to fill public positions in this Province, and to add to the lustre of their country's name in those various fields of literature and science, in which they might see so many bright examples of eminence in the names around these walls. All those, whose busts surrounded them, were at one time boys, the hope of their country, as the boys now present were the hope of ours. Some of those boys stimulated by the system here pursued, they might hope would become poets, orators, philosophers, and men of science, reflecting credit on their country. And he trusted they would all avail themselves to the utmost of the opportunities here afforded them of becoming renowned—not so much in the empty sense of the word of gaining some distinction, raising them above their fellows, but renowned as good men, good citizens, honourable in their private character and useful to their country. (Applause.)

BISHOP STRACHAN'S PROTRACTED EDUCATIONAL EXPERIENCE—IMPROVED CONDITION OF PUBLIC INSTRUCTION IN UPPER CANADA.

Rt. Rev. Bishop Strachan, after presenting the prizes to the fifth class, said that the excellent Rector, Mr. Cockburn, had spoken of the fear and terror caused him by the information he had received regarding the unruliness of the boys of Canada. Now he (the Bishop) looked upon all the young people in this Province as his children, and he must say Mr. Cockburn had been greatly misinformed. He had taught children at home before he came here, and he had had great experience among the children of this Province for the last 60 years, and if there was any contrast between the boys at home and the boys here, he thought they were rather more unruly at home, and that the young people here were the more docile. (Applause.) He had been very much astonished during these proceedings at the acquirements shown by some of these young men, and the great variety of subjects with which they seemed well acquainted, beyond what would have been expected at their apparent age. This spoke well for the system under which they were trained, because the capacities of a given number of boys would in general be found pretty nearly equal. When he (the Bishop) was actively engaged in the work of education, he had some plans of his own which enabled him to turn out some excellent scholars, but he must say that his impression was that many of the young men here were far more forward at their age than his scholars generally had been at the same age. This school, however, had peculiar advantages. The great difficulty with our schools hitherto had been that they were impoverished from a want of teachers. But here there was an abundance of teachers, who could divide their labour, and bestow a great deal of attention on each individual scholar. He felt much pleasure at having seen what he had seen to-day, and he thought it argued well for the Province that so much interest was taken in public instruction. The most extensive system of public education that anywhere existed, existed now in this Province, extending to the poor as well

as to the rich—and this institution, the chief representative of the higher education appropriate to Grammar Schools, certainly appeared in a most favourable light. If it continued to be conducted with the same systematic care and attention which had characterized it during the past two years, it could not fail to be productive of lasting advantage to the country. (Applause.)

III. TORONTO GRAMMAR SCHOOL SCHOLARSHIPS.*

THE BOON OF A SUPERIOR GRAMMAR AND COMMON SCHOOL EDUCATION OPEN TO ALL CLASSES OF THE PEOPLE.

Adam Wilson, Esq., Q.C., Mayor of Toronto, in taking the Chair at a public meeting called for the purpose of publicly presenting on behalf of the city the Grammar School scholarships, prizes, and certificates of honor to the successful competitors of the several city schools at the combined examination recently held for that purpose, said that this was one of the most gratifying occasions upon which any public manifestation could take place. It brought together the ruling generation, with those who were to succeed—the busy, practical men of the world with those who were to receive an education fitting them for it; it called the old together to witness the success of our educational system, and the youthful to perceive and acknowledge the advantages derived from that system, and also to receive the reward which acted as an incitement to others to follow their good example. It would, of course, be remembered that education as now imparted was of comparatively modern date. The older persons whom he addressed would recollect that the blessing of education was in their young days chiefly conferred upon those favored classes who were able to purchase this valuable acquisition. As it was now, however, in this country, education was open to all, no matter of what rank those seeking it belonged, or what means they possessed. The former exclusive system which confined it to the rich and debarred it to the poor had been done away with, and it was now as free to all as the air they breathed. At one period in ancient history the wisdom of the schools, and the learning to be derived from teachings, were as carefully concealed from what was termed the vulgar mass as was a knowledge of some of their religious rites. All this was now happily done away with—a radical change had been effected. Many now present would recollect how different it was in their early days from what it was now in this country; and it reflected highly to the credit of those who had combatted and surmounted all the difficulties that then lay in the way of acquiring knowledge—many of whom now occupied high and enviable positions in the world of letters. Reverting to the excellent system of education in Canada, he said the foundation of the whole massive and substantial structure was the Common School. All rested upon them—rising gradually from them to the Grammar School and College and then to the University, where the pupils finished with honors and degrees. He then addressed himself to those who were to obtain scholarships in the County Grammar School, and said that it would give him great pleasure in distributing them, together with the prizes, for they no doubt would prove an incentive to others to follow their course. To those particularly who, through the liberality of the City Council, would receive the scholarships, it must be considered a great privilege to carry them off from many competitors, and also to receive free education for two years in such an institution as the Grammar School. To the parents of these it must be gratifying to see the honors bestowed upon them; and it could not fail to be a source of pride to the teacher to know that that system of tuition which they had pursued produced such profitable and honorable results. (Loud applause)

ADVANTAGES OF COMPETITIVE EXAMINATIONS AND SCHOLARSHIPS.

The Rev. Dr. McCaul, President of University College, Toronto, said it was always with great pleasure that he attended on such occasions as the present. Although he had had long experience in such proceedings, and each year brought round occasions like this, in which it was his duty to take part, yet it was ever with fresh pleasure that he witnessed the distribution of prizes and certificates of honour. And the reason of this pleasure was simply this: It was not merely the satisfaction of seeing so many young people happy, in seeing the joy-lit countenances of the successful candidates, that reflected pleasure on those who witnessed them. It was not merely the gratification he had in observing the honest pleasure of parents and friends—parents who may be indulged in day dreams parents knew so well how to cherish—or in noticing the honorable, manly and generous feeling displayed by the unsuccessful pupils towards those who had won prizes from them. These in themselves were sufficient to create the utmost gratification. But the satisfaction he felt arose from the knowledge that in every case in which the result of competitive examinations was publicly shown, he found the practical manifestation of the principle, and one which was also exhibited on this occasion—that in all honorable competitions fair play and no favor were essential. On this principle all who competed for the same object might entertain kind and friendly feelings towards each other, in the same manner as those who conscientiously differed in matters of belief might yet be good neighbors and firm friends. But whilst he felt the greatest satisfaction in observing the distribution of prizes and certificates, these which had most particularly interested him were the scholarships, because that he believed that in a young country especially the most important prizes were those which combined honor with emolument. He knew there were some amongst the educational theorists of the day who had said that all such rewards were a violation of what was right—that the best reward of those who discharged properly their duty was the consciousness of having done so; but he believed from an experience of many years, both in the old country and in Canada, that those views were erroneous. He was satisfied that the history of the time-honored educational institutions of the mother country would prove this to be the case—institutions which had sent forth men throughout the world who had attained the highest stations in every department of science, industry and art. His interest in scholarships, and his desire to see them liberally conferred, had arisen mainly from what he knew by experience at home, of the benefit of such exhibitions, and also from the experience he had since had in this country. And in casting a retrospective glance upon what little he had done on behalf of the educational establishments of Canada, there was nothing he looked back upon with greater gratification than the fact that he was the first to introduce into the country scholarships conferring upon those who won them both honor and profit. He had been instrumental in establishing exhibitions in Upper Canada College, and every year since added fresh proof of the wisdom of the step. But he had said that his experience at home also led him to believe this kind of scholarships useful. Now, he would not venture to bring before the audience long memories of bygone days—though they were those that persons loved most to dwell upon—but when he looked back to the men of his own time who had obtained scholarships at the same time as himself, he could point to one who had since become Lord Chancellor, he could point to another a high dignitary of the Church, another who became head of the University, and two others Professors; and he could say of all these that if it had not been for the assistance of these scholarships none of them would have attained the positions they have won. And he could advert to some of his own pupils who had since occupied positions of honor—one a Governor of a Colony—who at college had materially benefitted by scholarships, conferred in the same manner as those distributed that evening, and given not by patronage or through any personal interest or favor, but as a reward of merit, and to show that if they exerted themselves they might, under the blessing of God, obtain distinction and honor, and thank no one but themselves. He then referred to the advantage the boys had of being pupils of the Toronto Grammar School. There pupils, he could honestly say, were prepared in a manner that reflected the highest credit upon those engaged as teachers in that school. He also alluded to the scholarships as filling up the chasm existing between the Common and Grammar Schools of the country, affording a stepping-stone, as it were, to the University, and opening up to all the opportunity of achieving for themselves a high position—such a position as may be obtained in this free country of ours by the possession of industry, integrity, and intelligence, united with sound and honorable principles. He would conclude by addressing a few remarks to the pupils of the schools now assembled. There was no doubt whatever, he observed, that with the distinctions and honors obtained by children on an occasion like this, they would naturally turn their attentions to the distinctions and honors to be obtained in after life. And there was no doubt that these rewards held out inducements to those who now competed to contend afterwards in the arena of life. But it must be remembered that it was few who could obtain the highest stations—that in the world it was not, as at schools, fair play and no favor; and that the race was not always to the swift, nor the battle to the strong. Nevertheless they should bear in mind that, whatever their position in life might be, there was always that which could give happiness. It was not wealth nor pleasure that gave happiness; nor was it confined to the prince's palace, for it was more frequently to be found by the cheerful fireside of the peasant. In whatever situation in life they might be, it was possible for every one of them so to conduct themselves as to make themselves respected by the conscientious and efficient discharge of their duties. And when they passed away, no nobler epitaph could be inscribed than the simple statement that they were honest men; that in their day and generation they feared God and honored the Queen; that they discharged faithfully the duties of the position in which they were placed, and that they possessed contentment—that priceless jewel,

* (See page 127.)

more valuable than any riches. If they received such an epitaph, believe him that a nobler eulogy than that was never graved by human hand on any monumental brass, or any sepulchral marble. (Loud applause.)

PLEASING CHARACTERISTICS OF OUR SYSTEM OF PUBLIC INSTRUCTION, AS EXEMPLIFIED IN THE PRESENT PROCEEDINGS.

The Rev. Dr. Ryerson, Chief Superintendent of Education for Upper Canada, congratulated the assembly upon the occasion which had brought them together, the importance of which had been equalled by the excellence of the address that opened the proceedings. He was happy to see in this distribution, and in the examination which preceded it, the application of principles whose developement would make us a great, free, and happy people. The great principle of self-reliance was that which was giving to this country the character which it had attained. To bring home to the little girls and boys that principle, was a step which would secure their ultimate happiness and prosperity. Our system of education, he observed, was not a free-school system nor yet a rate-bill system; but that which the rate-payers, in their respective sections, chose to make it. He was glad to see the manner in which these boys had progressed; some of them might occupy the Mayor's place one day, and some might fill the position of representative of this city. He rejoiced to see the application of another principle, which had given the highest honour to the British Empire—he referred to the fact that several of the distinctions and prizes, and honours, had been conferred upon those who were not of our own colour. (Applause.) If we went a few miles to the south, we found that in the neighbouring free republic, colored children were not admitted within the walls of the Common Schools—they had to attend schools isolated from all the rest of the population. It was creditable to the city of Toronto, that in this respect we had been able to rise above the prejudice which was a reproach to a large portion of this American continent, and he prayed God this principle might be applied still more extensively, that we might see those of a different colour occupying an equal place, not only in our schools, but in all the departments of public life in this country. He then remarked that the last time he had been present at a meeting in that hall was at an indignation meeting against the Board of School Trustees, for proposing to levy a rate for the building of two school houses. And the result of that meeting was the erection of a number of school buildings, than which there were none superior on the continent. He thought it incumbent on all to do what they could to educate the laboring classes of the country, and not endorse the principle that every man should educate his children at his own cost. Dr. Ryerson then referred to the means of education in Canada in his early years, contrasting them with those which now existed, and recommended the perfecting of the Common School system in Toronto, by the estsblishment of an English High School, where those who had learned all that was taught in the Common Schools, could obtain a more thorough English and commercial education, qualifying them for the discharge of the most important duties connected with the State, and with the various commercial and manufacturing interests of the country. He concluded by congratulating the master of the Grammar School upon the accession of such intelligent and diligent pupils to his class. He prayed God to prosper the glorious labor of education, and to enable them to build up a system upon which our sons would look with pride, affection and gratification. (Loud cheers.)

CANADIAN SYSTEM OF EDUCATION AS COMPARED WITH THE PRUSSIAN.

The Rev. Alex. Topp, M.A., Minister of Knox Free Presbyterian Church, Toronto, said as this was the first opportunity he had had of addressing a public assemblage of the citizens of Toronto, with regard to their educational system, and particularly their Common Schools, he might be permitted to express his admiration of the system generally as one that seemed peculiarly adapted to the circumstances of the people, and calculated, if rightly taken advantage of, to confer important benefits upon the youth and the population generally of this rapidly rising and extensive Province. He held it to be necessary that in a mixed community the education of the country should be of a national character; that it was the duty of the State to prevent its youth growing up in ignorance; and feeling this, he was inclined to believe that there sdould be something compulsory in the system—that is, compulsory so far as to ensure that all should be made acquainted with at least the common branches of education. He thought a great deal was due to the Chief Superintendent of Education for the zeal and intelligence he had displayed in bringing our school system to its present efficiency. He had had a visit, two or three weeks ago, from a very intelligent and learned gentleman from Berlin, in Prussia. After he had taken him to the Normal Seminary, and shown him the Common Schools of the city, this gentleman expressed his astonishment at the admirable arrangements of our school system; and said that even in Prussia, which it was well known held a very high place in matters of education, there was nothing at all so complete as our Normal School in its various departments. He (the Rev. Mr. Topp) hoped that the school system would continue to be of a non-sectarian character. The same reason led him to hope that unsectarianism would always be the characteristic of all our national institutions, including the University, an institution which was a pride to the city and to Canada, and whose grey walls he hoped would long proudly rear above the surrounding foliage. (Loud applause.)

GRAMMAR SCHOOL SCHOLARSHIPS.—PHYSICAL EXERCISES IN SCHOOLS.

At the recent examination of the St. Catharines' County Grammar School, the Rev. Mr. Phillipps, the Head Master, stated that since the establishment of six exhibition scholarships, he had received nine boys from the Common Schools, and three more had been chosen since. By this, two objects had been attained; first, a steady accession to the school of boys who were a credit to their former teachers, a credit to the Grammar School, and he felt confident they would yet be a credit to the country. The other was, the stimulus given to all about them, the advantage of which they were beginning to feel. He said every boy was obliged to study every subject taught in the school, and although it was often said he gave too much prominence to the dead language; he would add that so excellent were the Common Schools now, that if a boy wished to obtain more than a Common School education, he must study Latin and Greek. He had found that those boys who had come up to him from these schools were so well grounded in the branches they had there been taught, that they had never any difficulty in maintaining their position while studying the higher branches. He said, for instance, if you see half a dozen boys writing Latin verse, it is a fair presumption that the boy who succeeds in that would be able to keep his head above water through life, and succeeds in anything he might be called upon to study. Another matter he would allude to, which two years since he would not attempt to touch—that was cricket playing. His youth as a teacher was then one objection to him, and one that was strongly urged; but he was glad to be able to state that they had now in connection with the school an excellent play ground. Some persons expected a teacher to keep boys at work while at school, and then go home with each of them and see that they learned their lessons; but he believed that the moral and physical education of a boy was as necessary as the mental, in proof of which he cited English opinions and practice, and quoted from the *U. C. Educational Journal* several articles strongly recommending physical exercise, and as a valuable means suggesting cricket playing. In conjunction with one of his assistants, he had given a great deal of attention to the promotion of the game of cricket among his pupils, and should continue to do so while he had anything to do with a Grammar School.

IV. Papers on Practical Education.

1. COMPETITIVE EXAMINATIONS.—AN EXAMPLE FOR CITY AND TOWN SCHOOLS.

On nothing has competition had greater and more decided influence than on EDUCATION, in the conventional sense of the term. We say in the conventional sense of the term, because we attribute every advance in civilization primarily to education.

Educationists in all ages have recognized the advantages of competition, and the more they have evoked it, the more successful have been their efforts. But never, perhaps, has competition been more vigorously encouraged as an auxiliary to education, than at the present time. It is a primary element in all our educational institutions. Its practical utility is demonstrated in our Universities, and in our Ragged-schools. Its influence on the education of the masses has been incalculable.

Every lover of learning, and of "fair play," must rejoice at the success of the movement which has thrown open to public competition, the English University fellowships and Scholarships.

The University examinations of middle-class schools in England, have proved eminently successful in furthering the object for which they were designed.

The Civil-service examinations, although they have not yet neutralized ministerial nomination in the way desired by the public, have nevertheless, paved the way for a system of open competition. In a word, competitive examinations have, in whatever form adopted, proved eminently successful in promoting educational progress.

To facilitate the education of the masses, it was absolutely necessary to *raise considerably the standard* of middle class education, and

this could not be done to any great extent, until the recent changes in regard to University Scholarships were effected.

"'Tis education forms the common-mind:"

and education has formed the common-mind of the present day. But the education to which we allude now, is not that of schools,—it is that of "home influence," and "society." The tendency of the common-mind is not so much to combine the various classes of society, as for individuals to aspire to the class above that to which they belong. Political equality and social equality, are very different affairs, so far are we from thinking that the tendency of the spirit of the times is to make a fusion of the social classes, that we incline to believe that stronger lines of demarcation will be drawn between class and class, and that the middle and lower classes will be decidedly sub-divided. The more democratic we become nationally, the more aristocratic and class-proud shall we become socially. The reason is obvious: whilst distinctions are plainly visible, they need not be pointed out, but when they are not apparent, it becomes necessary to shew that they really exist.

So it will be to the end of the dispensation. And after all, it need occasion no alarm. Actual social position will always mark social distinctions. *Stemmata quid faciunt?* the vicissitudes of families is notorious; the fickleness of fortune proverbial; and "society" will gladly avail itself of any indelible lines of class demarcation, that may be known and acknowledged. Education offers such lines. The labourer may have an education such as the Committee of Council contemplate for the masses, and yet in an educational point of view, he may be as far removed from the middle-classes as he is now, provided of course, that the standard of middle-class education be proportionately raised, and in proportion as the standard of middle-class education is raised, so will be that of higher class education.

The masses are not yet convinced that the benefits of education are so great as they are represented. We advocate compulsory education, but not in the common acceptation of the term. The compulsion must be moral, not legislative. Let parents of the lower classes be convinced that their children will be permanently and substantially benefitted by a good education, and they will not neglect the means placed within their reach to secure it for them.

The friends of education can do much without government aid, valuable as it is. The directors of the Liverpool Institute, one of the noblest educational establishments in this country, have recently set an example well worthy of imitation. The plan which they propose will of course for the present be regarded simply as an experiment, still we think that it is an experiment which, to be fairly tested, should be tried in other large towns, and therefore we gladly bring it under the notice of our readers, many of whom can do much to promote such a scheme in their own neighbourhoods, and in educational institutions with which they are connected. The plan to which we allude is detailed in a letter addressed by the secretary, Mr. Astrup Cariss, to the committee of each public elementary school; it is as follows:—

"The directors of this Institute, feeling it a duty to do all in their power to promote the spread of education, especially among the poor, are anxious to connect themselves more closely with the Public Schools in the town, so as, if possible, to afford to deserving youths increased incentives and facilities for carrying on their studies through the period corresponding with that of apprenticeship. They have therefore resolved, "That where the managing Committees of "the schools of Liverpool which are under Government inspection, "are willing to institute and conduct, for the purpose which herein- "after appears, annual competitive examinations of the boys about "to leave School, the Directors will grant to the best boy in each "School a free ticket of admission for twelve months, to those "Classes at the Institute which form the Second Section of the "Evening School; or to such of them as may be judged best "suited to his capacity and attainments."

"I transmit herewith papers containing information respecting the Evening Classes of the Institute. The following particulars may be mentioned here:—The Second or higher Section of the School comprises Third, Fourth, and Fifth Years' courses of instruction in English Grammar and Composition, History, Geography, Writing, Arithmetic and Mathematics. The fees are One Pound, and Six Shillings per annum. Yearly Examinations are held, when the first and second pupils of each year receive free admissions to the Classes of the following year. The Prizes of the Fifth Year's Class consist of five Exhibitions to the Evening Matriculation Classes of the Queen's College, in which department a Scolarship has been established, to assist the successful competitors to obtain the Degree of Batchelor of Arts of the University of London. The Prize Pupils from the Public Schools will be admitted to the competitions of their respective Classes, equally with the other pupils of the Institute.

"It should perhaps be stated that the Directors do not seek to make any part of the Examinations for the selection of the Prize Scholars; they require only that such Examinations shall be held as are mentioned in the Resolution, and that the best boy in each School shall be certified as such by its Chairman, and Secretary or Master."

Most cordially do we wish the Directors all the success which so praiseworthy an undertaking merits, and we doubt not that in this we express the sentiments of thousands who have the education movement at heart.—*English Journal of Education.*

2. ON THE EXERCISES AND AMUSEMENTS OF BOYS AND GIRLS.

Gymnastic exercises for boys have lately received more attention than formerly, and very properly; for when practised under the direction of a skilful and judicious teacher, they are likely to be very serviceable. Care, however, should be taken that the youth does not overtask his powers; for, when immoderately practised, such gymnastic exertions may have a tendency, while they strengthen certain muscles, to stunt the general growth, and also produce ruptures and injuries of the joints. But we must lay especial stress on the rule—that under no circumstances should the exercises of the gymnasium be allowed to supersede daily play in the open air. And here, in passing to the distinct topic of amusements, we would insist on the great difference between even the best regulated course of routine exercises and that best and most natural recreation of mind and body which is to be found only in *hearty play:* walking, gardening, marching in military order, and many other modes of exercise, are very well in their proper place, but must not be regarded as substitutes for *play.* They can never, however judiciously employed, produce that flow of spirits, that invigorating effect both on mind and body which is found in genuine play. The spontaneous nature of the exercise taken in youthful sports, the freedom from routine and restraint, the excitement of spirit and flow of good humor, are in the highest degree beneficial. It is well not to interfere in the games of children beyond the necessary point of warning them against sports which are dangerous or otherwise improper. Some of their sports may be briefly noticed here.

Running races of moderate length seems unobjectionable. For *leaping* and *vaulting* we can hardly say so much, as the efforts made in these amusements are sudden and violent. *Cricket,* as usually played by boys, and several other games with bat and ball, may be noticed as safe, and good exercise. On the contrary, "leap-frog" and some other similar games, in which boys leap over or upon the backs of their playmates, ought to be discouraged; and this, we think, might be most effectually done by explaining clearly to children the very serious effects of injury of the spine. We especially refer to a stupid game which we remember to have seen often in our school-days; in which a heavy boy will jump violently on the back of some weaker playmate, and remain seated there until the cowering victim has been fortunate enough to guess something or other. It is well that parents or teachers should be aware of some of the awkward and unsafe games played by boys, in order that they may dissuade them from such exercises. Throwing quoits afford excellent exercise for the arm and the eye; but may perhaps be regarded as attended with some little danger on the account of the incautiousness of boys.

Of *sedentary exercises* and amusements (for winter evenings and leisure hours in rainy weather), we need say little, as they are not immediately connected with the topic of juvenile health. Chess and draughts are among the best, as they furnish very agreeable exercise for some important powers of the intellect; while they are quite free from everything like a tendency towards gambling. When children are favoured with a taste for music, the exercise of singing (especially "part-singing") is highly to be recommended; but playing the flute and other wind-instruments at an early age is likely, we think, to be injurious.

Of in-door exercise for girls, we need not say much; for, unfortunately, their own ingenuity is sufficient to invent so many—in "crotchet-work," "Berlin worsted-work," making toys and ornaments, etc., etc. (to fill up the catalogue would overtask our powers) —that, in too many cases, healthful exercises are almost entirely neglected; while the greater part of leisure is devoted to sedentary pursuits. It is too little insisted on that girls, as well as boys, require a full allowance of hearty natural play in the open air; and that, when the weather will not permit this, the best in-door substitutes should be provided, in skipping, battledore, throwing balls, etc. We must add that we cannot look on the excitements of the ball-room as healthful for young ladies. On the contrary, we think that the late hours observed at such places, the ambition of dress, the hot atmosphere of the crowded room, and generally the nervous excitement and consequent fatigue and depression, are evils more than sufficient to counterbalance any good effects which might be supposed to be derived from physical exercise.—Dr. Herbert Barker, *on "The Hygienic Management of Infants and Children."*

3. AID TO FEMALE SCHOOLS—CAPE OF GOOD HOPE.

The following Government Education Minute on the subject of "girls" schools has just been published:—"The important subject of affording aid to girls schools, in accordance with the principles and regulations on which aid is now granted to mixed (boys and girls) and boys schools, has been under the consideration of the Government. The Government is desirous to encourage the careful education of the female portion of the colonial youth in all useful and suitable branches of learning, and in habits of neatness and industry, as well as of modesty in dress and demeanour. As these great and necessary objects cannot be fully attained in a system of mixed schools, the Government is prepared to assist in the maintenance of of separate schools for girls, according to the following scale: To first-class girls schools, a grant-in-aid of £30 per annum, under the usual conditions and regulations prescribed for aided public schools, namely—1. Every such school shall occupy a locality or station not otherwise provided for. 2. The aid afforded shall be in the shape of a grant, renewable annually should the school be conducted to the satisfaction of the Superintendent-General of Education. 3. The Government grant shall be exclusively appropriated to the support of the Teachers. 4. The Government will exercise the rights of approving the appointment of the Teacher, and the scale of school-fees, and of inspection. 5. The school committee (the constitution of which shall be satisfactory to the Government) must provide school-buildings, with proper offices and recreation-ground; and must guarantee a sum not less than the Government grant, for a period of three years, as the local contribution for the salaries of the Teachers. This sum may be raised by school-fees or local subscriptions, as the inhabitants may prefer; and further, the school committee must furnish such returns as the Superintendent-General of Education may call for. 6. The school shall be accessible to all, and the religious instruction during the ordinary school hours shall be confined to the Holy Scriptures. In regard to the classification of the girls schools, those will rank as of the second-class, in which the instruction is purely elementary, consisting chiefly of reading, writing, and the elements of arithmetic; in schools of the first-class, provisions must be made for superior instruction in the English language and composition, outlines of history and geography, arithmetic, plain needle-work and domestic economy, as far as it may be practicable. In the case of existing mixed schools, where it may be thought advisable to form a separate school for the girls, the Government will sanction an additional grant for this purpose to the extent of one half of the allowance, namely £25 for a girls school of the first-class, and £15 for one of the second-class."—*April*, 1860.

4. THE HOLIDAYS A GREAT BOON.

"A blessing," said Sancho Panza, "on him who first invented sleep; it wraps a man all around like a cloak!" By this ejaculation Sancho intended a blessing upon repose. The Schoolmaster's holidays come upon him like sleep upon a weary man. Therefore, say we, "A blessing on him who first invented holidays; they wrap a Teacher all round like a cloak." No one *grudges* the Teacher his holidays, while many *envy* him. After his labor, comes repose. This is but natural, and repairs the wear and tear which would otherwise abbreviate still more his brief period of existence. Schoolmasters are proverbially short-lived men, and it becomes them to pay strict regard to the requirements of health. One essential to their physical well-being is a periodical unbending to the blessings of repose. It is a popular error to suppose that Teachers, as a rule, get one day in every week for this purpose. The anxieties of the week always cling fast to the Saturday, and, what with meetings, committees, rehearsals, business calls, and other arrears of the week, this last day often passes away with but little repose. In some quarters there did appear, at one time, reason to fear lest certain additional requirements, on account of his Pupil-teachers, would interfere with even the partial rest of this day. This fear has subsided, and we hope never to be revived. The earth would indeed be a barren wilderness, without green spots and wayside flowers, and the most healthy of Teachers a victim to dyspepsia and but the shadow of a man, without the reviving influences of repose and recreation. Hence we say, "A blessing on him who first invented holidays!"

The time is fast drawing upon us when town Teachers will scramble off into the country, and country Teachers run up to town. The school-rooms will be untenanted, and apparently deserted. The green grass will be making its appearance around the edges of the well-trodden play-ground, and the reading-book and the ferule will slumber in the cupboard together. Even while we are writing, some, who have not yet made up their minds, are inquiring of themselves, "Where shall I go this summer?" Inclination points one way, perchance, and prudence suggests another.

Another question may suggest itself. "How shall I employ my holidays to the best advantage?" A very worthy consideration, and one which demands a satisfactory answer. First and foremost, the aim of the vacation is to recruit the wasting powers of body, as well as of mind. Without a healthy body we cannot expect long to possess a healthy mind. Renewal of the body is first to be sought—a good scramble, plenty of vigorous exercise, chests-full of fresh air, thorough unbending of the faculties, and becoming boys again—this should be one aim, and not the least important one. We would not express our unqualified admiration of the Teacher who should rush off with his Euclid or his Æschylus in his pocket, and sit down, like old Parson Adams, by the wayside, to addle his brains, while he should rather be chasing a butterfly, or hunting a hare. Let him leave his Æschylus behind him, and ramble about the green lanes, and respire freely the oxygen of the country air. The Teacher should be, and must be, a studious man; but there is for every thing a time and a season, and this is not time to study books. Health comes first, and if this opportunity of improving it be lost, twelve months may pass before such another opportunity may arise, and in the meantime the penalty of losing it may have to be paid. The more studious the man, the more will he require this relaxation, and the less likely is he to give himself up to it; therefore we feel the necessity of urging it upon him. The careless and non-studious will neither need the remarks, nor is there much fear of his sinning. If the Teacher is desirous of acquiring knowledge with his recreation, he will find a thousand-and-one ways of doing it, without poring over books, or taxing his brain with study. Let him follow insects sporting in the sun beam, or watch the wild flower expanding in the hedgerow, and he will be sure to see therein something that he never saw before. Nature is a book which is ever new, and has always an unturned page for her admirers:—

> "Nature never did betray
> The heart that loved; 'tis her privilege,
> Through all the years of this our life, to lead
> From joy to joy: for she can so inform
> The mind that is within us, so impress
> With quietness and beauty, and so feed
> With lofty thoughts, that neither evil tongues,
> Rash judgments, nor the sneers of selfish men,
> Nor greetings where no kindness is, nor all
> The dreary intercourse of daily life,
> Shall e'er prevail against us, or disturb
> Our cheerful faith, that all which we behold
> Is full of blessings."

We would not have it supposed, that every book which a man could put in his pocket, so that he may seat himself upon a tree-stump and read for half an hour, to rest himself, after a five-mile walk, should be "tabooed." Books which at other times he may scarce find time to read, and which demand no absorbing thought, can now form his companions. A good Story or Travels of interest, and even should it be something that he can enjoy a good laugh over, so much the better; but none of your dry stuff, no Blackstone's Commentaries' or Morell's Analysis, or Butler's Analogy. All very good in their way, but better out of the way at such a time as this. Leave both School and Teacher at home, and "sink the shop." By no means carry the shop about with you; let the shop, and its customers too, be all forgotten; and stand erect, without care or concern, and go for a sail, or a row, or a day's quiet angling, if you love it as well as we do, down some solitary mill-stream, and forget that there are such things as schools or teachers in the world. Make good use of your lungs and your eyes; remember "Eyes and no Eyes," and if you choose to render a passing tribute to art, by sketching, now and then, an old tree, or a dilapidated windmill, do so by all means. Put your name at the corner, for it may find its way into the Scrap-book of a connoisseur, or, better still, be exhibited in a new National Gallery, as a specimen of high art. Having renovated his frame and elevated his spirits, by the reasonable use and not the abuse of his holidays, the Master will return with a full flow of spirits, and a more genial temper, to the discharge of his duties; and both Teacher and Taught will find cause to parodize Sancho Panza's exclamation, as we have done, by invoking "a blessing on him who first invented holidays, that wrap a Teacher all round like a cloak."

To each, and all we wish "God speed!"

—*English School and the Teacher.*

Land and Labor are the principal sources of public and private wealth. The more fertility we can impart to the one, and the more intelligence we can infuse into the other, the greater will be the returns they make, and the greater our means of happiness; for it is wealth rightly employed, that enables us to multiply not only our own, but the comforts and hapiness of those around us. Yet it is not a few very rich men, or very wise men, be the aggregate of wealth and talent ever so great, that give prosperity to a state. It is the general diffusion, among a whole people, among the rank and file of society, of property and knowledge, and the industry, enterprise and independence which they beget, that renders a state truly respectable and great.

V. Biographical Sketches.

No. 17. SIR BRENTON HALIBURTON.

(Chief Justice of Nova Scotia.)

Sir Brenton Haliburton was the second son of the Hon. John Haliburton, who held for many years the office of head of the Naval Medical Department in Halifax, and was also a Member of Council. This gentleman married Miss Brenton, of Rhode Island, then a British colony, where he resided until the breaking out of the Revolution compelled him to leave, as he warmly espoused the cause of the mother country. His son Brenton was at that time a child of seven years of age; and he used to relate, that on one occasion the principles of loyalty which he imbibed from his father led him to give expression to his feelings aloud in the street, the indignation of the popular party was so strong, that, child as he was, he was actually led off to prison. The gaoler's wife, however, influenced by a kindly feeling towards the family, treated his offence as it deserved, gave him a piece of bread and butter, and sent him home in safety.

After his father's removal to Halifax, he was sent to school in England; he then returned to Halifax, and commenced the study of the law. When the Provincial regiments were raised, during the French revolutionary war, he joined the Nova Scotia Fencibles, from which, at the recommendation of the late Duke of Kent, he was transferred to the 7th Royal Fusiliers, then stationed at Halifax. He discharged his military duties with so much zeal and ability as to secure the approbation and good-will of His Royal Highness, then commanding the forces in Nova Scotia. Brilliant, however, as were his military prospects, he abandoned them, and resumed the profession of the law. That in taking this step he acted with sound judgment, we, who have seen him close a judicial life of almost unparalleled length with signal honour to himself and advantage to the country, cannot for a moment doubt. During this long period he was ever a painstaking and conscientious judge, and at the same time he was remarkable for his hospitality and cheerful disposition. In 1799, he married Margaret, the eldest daughter of the Right Rev. Charles Inglis, D.D., the first Bishop of Nova Scotia. Eight years after his marriage (in 1807), he was appointed a Judge of the Supreme Court. In 1816, he was appointed to a seat in the Council, then consisting of twelve members, and discharging both Executive and Legislative duties. In 1833, he was appointed Chief Justice of the Province, and became *ex officio* President of the Council, which latter situation he held until the year 1838, when the Council was re-modelled, and the Executive separated from the Legislative, and the Chief Justice and Judges ceased to be members of either. This series of appointments to successive offices of importance is doubly significant; it marks the estimation in which the man was held by his contemporaries, while by the applause which his discharge of the duties devolving on him secured, we have the best proof that their judgment of him was correct.

The singular combination of judicial with political duties thus thrown upon him, was an ordeal through which few men could have passed unscathed. Can we demand any better evidence of the unbending integrity and true liberality of Sir Brenton Haliburton through all these trying circumstances, than the fact that he has gone down to the grave at the venerable age of 85, without an enemy?

For a long period, owing to a combination of circumstances, he exercised almost the whole power and patronage of the Provincial government; and although himself a warm member of the Church of England, he exhibited great liberality towards the members of other denominations.

Blessed with a cheerful disposition, he possessed also a retentive memory, and a great fund of humour. These characteristics rendered him a most delightful companion, as those who knew him best can testify. Full of anecdotes of the lives and characters of the leading men of the Province, he was seldom or never the hero of his own stories, and consequently, from the stores of his information, but few of the facts of his own life could be gleaned; and thus many most interesting and instructive passages in his career have passed away with those who witnessed them.

No oblivion, however, can ever fall upon the great fact of the honourable and ennobling example which his life holds forth to all succeeding generations of Nova Scotians. His career is a bright example of that fame which another great lawyer said he desired,—"Which follows; not that which is sought after!" He would have been an honour to the Bench of any country, and we feel thankful that such a man so filled his high position for a period which almost covers half our history.

He has now gone through the last scene of all. But little more than one short year has rolled by, since, in his answer to the address of congratulation by the Bar on his elevation to a knighthood, he closed it with the following touching words,—"And now, gentlemen, accept of an old man's affectionate prayer for your welfare; may you, at the close of life, feel the great comfort of having made your peace with God through the merits of your Saviour. God bless you all!" What more fitting end could we have desired for himself than the realization of his own prayer, which he has now experienced!—*Halifax Colonist.*

No. 18. THE HON. JOHN MOLSON.

We have to chronicle to-day the death of one of the oldest, most prominent, enterprising and useful citizens of Montreal. The Honorable John Molson died between 11 o'clock and midnight of Thursday. He was born in October, 1787, and was consequently in his 73rd year. Mr. Molson's name was from the first connected with steam-navigation on the St. Lawrence. His father in the next year, (in 1809) after the first steamer began to ply upon the Hudson, had one, the Acommodation placed on the St. Lawrence, to ply between Quebec and Montreal. This was very soon followed by the Swiftsure. The son embarked in the enterprise from the beginning, first as the employee of his father, then on his own account, and afterwards as his father's partner. He always displayed great practical and untiring energy. While in command of one of the boats, which was given to him by his father to set him up in business on his own account, when a newer and faster boat had been built, he, for the first time known, ran between Quebec and Montreal at night; and so, with the slower boat, regularly and safely beat the faster one, by working while others slept. The river at that time was not lighted, and the pilots did not run at night. But the young man of action, not of talking, who had his fortune to make, had kept his eyes open, aud turned to practical and valuable use what he saw. His father, seeing the use the son made with the boat, thought it better to have him as a partner than in opposition. The circumstance must have been highly gratifying to both; and we believe in after life, the son always looked back to this triumph with pleasurable feelings. It was a source of legitimate pride to him that he was the first to navigate the river between Quebec and Montreal by night, just as his father was the first to put a steamboat on the river, long before steamboats had come into common use in Europe. From that time till within a very few years, (less than ten) Mr. Molson has been one of the principal steamboat owners on the river. When railways were started, Mr. Molson embarked in them also. He was a large shareholder, and for several years president of the first Canadian Railway—the Champlain and St. Lawrence. Later, he joined his brothers in establishing Molson's Bank, of which he died the Vice-president. He had been for several years a director of the Bank of Montreal. Thus, for a long half century his name has been linked with the commerce and financial institutions of the city. He was, in the old time, a staunch tory of the purest water, and a prominent member of the "Constitutional Association." When the Special Council replaced the Parliament, the functions of which were suspended on the outbreak of the rebellion, he was called to a seat in it. He was also a Lieut. Colonel of Militia. In 1849, the outrage put upon his loyalty, drove him to sign the too celebrated annexation manifesto, with so many other leal-hearted and impetuous spirits, an act which cost him, as others, his place in the Militia, and the Commission of the Peace, &c. He was for many years a zealous governor of the great Montreal charity, the Montreal General Hospital, only recently resigning his place at its board on account of his failing health. In 1856-7, he joined his two brothers in making a munificent endowment of £5,000 for a chair of English language and literature in the University of McGill College. For several months past his health has been giving way, and his disease, dropsy, has for some time past assumed a character which could only have one termination—a fatal one. So, full of years, having passed the alloted "three score years and ten," with the respect of his fellow-citizens earned by so long a life so usefully spent, he has passed away; but he leaves behind a name which must be ever indissolubly linked with the annals of his native city.—*Montreal Gazette.*

No. 19. JAMES McDONALD ESQ.

Mr. McDonald, late Sheriff of the County of Prince Edward, the youngest of thirteen children, was born in Grand Lake County, Province of New Brunswick, in the year 1807. His parents were natives of the Colony of New York, and readily espoused the cause of the British in the revolutionary war. At the termination of that war, they removed to the Province of New Brunswick, where, for upward of twenty years, they bore with the vicissitudes of that climate, and eventually removed to the County of Prince Edward, in this Province. The late Sheriff, though an orphan, and unavoidably exposed to the innumerable temptations of the world, nobly

resisted them all, and quickly rose in the esteem and affection of his numerous friends. He was formerly an efficient Local Superintendent of Schools, a warm advocate of the temperance cause, and a liberal contributor to religious and charitable objects.

VI. Miscellaneous.

1. NAH-NEE-BAHWE-QUA.*

The daughter of a Chieftain, she stands before us now,
Her raven braids have mirrored no crown upon her brow;
Nor is she clad in royal robes of purple and of gold,
Nor has she other herald than the mission she has told.

Yet beautiful, around her head, a halo bright is thrown
Of faith, that in the darkest hour hath still more clearly shone;
And, robed in its own dignity, her woman's gentle heart
Grows queenly with the majesty her nation's wrongs impart.

God bless thee, Queen Victoria! may He thy spirit bless
To understand the Indian's wrongs, and, knowing to redress.
Thy sister, of the forest wild, makes her appeal to thee;
Oh, may'st thou of the name she bears thyself deserving be!

That future ages may record of England's matron Queen,
A true and upright woman's heart in all her acts was seen;
The noble, and the peasant poor, the Indian in the wood,
Uniting all in loving her, "Victoria, the good."

2. THE POWER OF THE VOICE OVER CHILDREN.

It is useless to attempt the management of children, either by corporeal punishment, or by rewards addressed to the senses, or by word alone. There is one other means of government, the power and importance of which are seldom regarded. I refer to the human voice. A blow may be inflicted on a child, accompanied by words so uttered as to counteract entirely its intended effect; or the parent may use language, in the correction of the child, not objectionable in itself, yet spoken in a tone which more than destroys its influence. Let any one endeavour to recall the image of a fond mother, long since at rest in heaven. Her sweet smile and ever dear countenance are brought vividly to recollection; and so, also, is her voice; and blessed is that parent who is endowed with a pleasing utterance. What is it that lulls the infant to repose? It is no array of mere words. There is no charm to the untaught one, in letters, syllables, and sentences. It is the sound which strikes its little ear that soothes and composes it to sleep. A few notes, however unskilfully arranged, if uttered in a soft voice, are found to possess a magic influence.

Think we that this influence is confined to the cradle? No, it is diffused over every age, and ceases not while the child remains under the parental roof. Is the boy growing rude in manners, and boisterous in speech? I know of no instrument so sure to control these tendencies as the gentle tones of a mother. She who speaks to her son harshly does but give to his conduct the sanction of her own example. She pours oil on the already raging flame. In the pressure of duty we are liable to utter ourselves hastily to our children. Perhaps a threat is expressed in a loud and irritating tone; and instead of allaying the passions of the child, it serves directly to increase them. Every fretful expression awakens in him the same spirit which produced it. So does a pleasant voice call up agreeable feelings. Whatever disposition, therefore, we would encourage in a child, the same we should manifest in the tone in which we may address them ourselves.

3. AFFECTION AS AN ENGINE OF EDUCATION.

Of all the mistakes people make in education, by far the most fatal is the little use, or the bad use, made of that omnipotent engine—affection. It is melancholy to look round and see how the affections are crushed by the stern coldness of some parents, and dissipated by the folly of others, who take them and play upon them to gain some selfish or mean end! There is nothing which cannot be obtained by means of affection. As to learning, it has hardly ever yet been applied to it, much less has its full power been tried. Yet not to learn from one we love is no more possible, than not to see when the sun lights up with brightness an object directly before the eye. S—— is said to have been the naughtiest little girl that ever was seen or heard of, and very stupid too. One day, having been turned out of the school-room in disgrace for not saying her lesson well, she went and sat down disconsolately at the top of the staircase, her tears pattering down on the cover of a French Grammar. "What is the matter, S——?" said R——, who happened to come up-stairs just then. "I can't learn these French adverbs." "Give me the book," said R——. "Now, say them after me." She had not repeated them after R—— four times before she new the column quite perfectly; and from that day she never failed in any lesson in which R—— was her instructor or companion. S——, in her turn, had the happiest of training to thoughtfulness and energy the mind of a child, who, when she took him in hand, seemed incapable of being taught. It was as if they had given her a cloud, and told her to change it into something substantial. However, he became so fond of her, that to be and do what she wished, was his dearest aim, and he attained it.—D. *in British Mothers' Journal.*

* "The Good Woman." A representative to the Queen from Canada.

VII. Educational Intelligence.

CANADA.

—— CHURCH OF HOLY TRINITY SCHOOL, TORONTO.—The annual examination of the pupils attending the school in connection with the Church of the Holy Trinity, took place 16th July, in the presence of his Lordship the Bishop of Toronto, several of the clergy, and a large number of the parents and friends of the pupils. The children, numbering upwards of eighty boys and girls, were examined in the several branches of education by the following gentlemen:—Examiners in Divinity and Latin—Rev. W. S. Darling, and Rev. W. E. Cooper, M.A. *Viva voce*, general examination—The Rev. the Provost of Trinity College. In Mathematics, History, and Geography—H. R. Fripp, Ex. Assoc. King's College, London. In French—C. E. Knowlys, Esq., Trinity College, Oxon. In Bible history the pupils particularly distinguished themselves, while in secular history, and other branches, they answered the questions promptly and showed that much care and attention had been bestowed on them by their teachers, Mr. Fripp and Mrs. Liddle. At the close of the examination the pupils sang an anthem very sweetly. His Lordship then presented the successful pupils with prizes, prefacing each presentation with a few remarks of commendation and encouragement. (See page 118.)—*Globe.*

—— MODEL GRAMMAR SCHOOL.—SECOND ANNUAL EXAMINATION.—The second annual examination of the Model Grammar School of Upper Canada took place on the 25th and 26th July, in the Model School Buildings. Yesterday afternoon, the recitations were delivered and honours awarded, in the Theatre attached to the Educational Department, in presence of a very numerous assemblage. The admission was by ticket, and as many availed themselves of the privilege of witnessing the interesting proceedings, as the Theatre could conveniently accommodate. The proceedings commenced with music and recitations by the pupils, according to a programme which had been previously prepared. The prizes were distributed by the Rector of the School, the Hon. Chief Justice Draper and the Right Rev. Bishop Strachan. During the delivering of the prizes addresses were made by the Chief Superintendent of Education, the Rector, the Chief Justice, the Lord Bishop, for which see page 120. After all the prizes had been distributed, several of the elder boys stepped forward, and on behalf of the pupils presented the Rector, Mr. Cockburn, with a very elegant and costly silver inkstand, on which was engraved the inscription—"Presented by his pupils as a mark of their esteem and respect to G. R. R. Cockburn, Esq., M.A., Rector, Model Grammar School, Toronto, Canada West, July 26, 1860." The presentation was accompanied by an address. Mr. Cockburn replied in feeling and appropriate terms, thanking the scholars for this manifestation of their kindly regard. "God save the Queen," was then sung by the pupils with an accompaniment on the piano by their music master, Mr. Sefton, and the proceedings terminated with the benediction pronounced by the Bishop.—*Globe.*

—— THE GRAMMAR SCHOOL INSPECTORS for the present year, appointed by the Council of Public Instruction for Upper Canada, are, the Rev. Dr. Ormiston, G. R. R. Cockburn, Esq., M. A., and the Rev. John Ambery, M.A. These gentlemen with the Head Master of the Normal School, have also been appointed Examiners of Grammar School Masters.

—— A CANADIAN AT OXFORD.—The *Canadian Church News*, of the 25th, says:—"We are pleased to see by the *Times*, of June 30th, that the prize at Oxford, for the poem on Sir John Franklin, has been awarded to Owen Alexander Vidal, son of Admiral Vidal, of the Township of Moore. Mr.

Vidal was educated by the Rev. A. Williams, of Yorkville, and subsequently at the Trinity College School, from which institution he went to Trinity College, Oxford. This honor, attained at England's renowned University, by one of our Canadian youth, speaks highly of the talent displayed by the young man, and also of the thorough training which he received in his early years from Mr. Williams, and the sound teaching he subsequently obtained at Trinity School.—*Colonist.*

—— Berlin County Grammar School.—At the recent Examination of this school, the pupils presented the Head Master a handsome silver jug and salver bearing the following inscription: "Presented to C. Cammidge, Esq., by his pupils, as a testimonial of their respect for him."

—— Public School Examinations, Toronto.—The summer examinations in the various public schools in the city took place simultaneously 26th July in the presence of the members of the Board of School Trustees, several clergymen, and a large number of the parents, guardians, and friends of the pupils. The attendance of visitors, was over the average of previous occasions, and the great majority of those present were ladies. The pupils in the various schools acquitted themselves in a very creditable manner, and by their prompt replies gave ample evidence that the several teachers had been unsparing during the session in their care and attention. It was really surprising to hear the little boys and girls in some of the schools give the ready answers which they did to the clergymen and others when examined in History, Geography, Mental Arithmetic, Grammar, and even Astronomy. The examinations, as a whole, must have been highly satisfactory both to pupils and teachers, as the visitors present were loud in their encomiums relative to the proficiency of the scholars. At the close of the examination in each school, the children, entitled to them, were presented by the visiting Trustees with Certificates of Honour for punctuality and regularity in attendance, combined with good conduct. (See page 121.) —*Globe.*

—— Toronto City Common Schools.—The annual public distribution of scholarships in the Toronto Grammar School, prizes and certificates of honor, awarded to the successful competitors at the recent combined examination of the pupils of the Common Schools of the city, took place 27th July, in the St. Lawrence Hall. There was a very large gathering upon the occasion, the spacious hall being crowded to its utmost capacity by the pupils of the schools, their parents and others interested in education. The chair was occupied by his Worship the Mayor, and on the platform were several members of the City Council and of the Board of School Trustees, together with a number of clergymen and others.

After an address from his Worship the Mayor, the Rev. James Porter, Local Superintendent, read the report of the examiners at the recent combined examination. Robert Palen, the first on the list of boys who were awarded scholarships, was then called up.

The Mayor said before parting with the scholarships he would like to take the opportunity of imparting to the meeting a knowledge of how it was they were given. It was a good example given by the city of Toronto, and he hoped it would be followed by other municipalities throughout the country. This city for a few years past had granted $1,000 annually to the County Grammar School, on condition that they authorised the Mayor, on behalf of the Council, to present fourteen boys—that is, two from each Ward—to attend the school free of expense. The boys who would now be called before the meeting were those whom the Board of School Trustees had recommended to him (the Mayor) as worthy of receiving this honor. He then read the scholarship, and presenting it to the boy, said, using the terms of the document—"Robert Palen, of the John Street school, I do hereby, on behalf of the Council, and as a reward of merit, present you the said Robert Palen, with the right of scholarship at the said County Grammar School, free of expense, for a period of two years." (Cheers.)

The following were presented with scholarships in the same manner:—

Thomas Mitchell, of the John Street School.

H. B. Spotten, of the Victoria Street School.

Richard Lewis, of the George Street School.

William Jardine, of the Louisa Street School.

Daniel Ryrie, of the Victoria Street School.

W. J. Spence, of the Phoebe Street School.

The prizes and certificates of honor were then presented by the Mayor.

After the delivery of the addresses inserted on page 121, the Local Superintendent made a few remarks upon the necessity of the establishment of a high school for girls, an institution very much required in this city.

The Rev. Dr. Ryerson, Chief Superintendent, remarked that under the law the ratepayers could establish such a school if they saw fit.

After a vote of thanks to the Chairman, which was briefly acknowledged by him, the meeting separated.

—— Public School Examinations.—The local papers report most favorably of the recent examination of the Public Schools in the various city, town and school sections. Want of space prevents an insertion of some notice of them.

—— Darlington School Pic-nic.—The annual School Pic-nic of the Township of Darlington was lately held at the village of Hampton. The various schools of the Township, assembled at the Town Hall, and with their banners flying, headed by the respective Teachers and Hampton Brass Band. The pupils marched to the grove near the village, where they partook of the refreshments prepared for them. Various interesting addresses were delivered, and the Pic-nic seemed to give entire satisfaction. We doubt if anything equal to it has ever been held in Canada. It was a grand sight to behold the pupils enjoying themselves in the shade of the grove. The teachers of Darlington schools deserve the greatest praise for the manner in which the entertainment was got up.—*Oshawa Vindicator.*

—— Education in the County of Grey.—A series of papers are in course of publication in the *Owen Sound Comet*, on various elementary educational topics, which indicate an educational zeal on the part of the teachers which is highly creditable.

—— St. Michael's College, Toronto.—The annual examination and distribution of prizes took place at the above Institute on the 17th of July. Their Lordships the Bishops of Hamilton and Toronto, together with a numerous body of Clergymen from the country, occupied seats immediately in front of the Platform, while the body of the Hall was crowded by the parents and friends of the students. The examination began at half-past nine in the morning. Each pupil was tested upon his proficiency in the department which had formed his studies of the year. It was conducted rigorously, and disclosed the exact care with which they had been disciplined, and a complete conversance with each particular branch of study. The result was the highest credit both to professors and pupils. In the learned languages there were displayed a thorough acquaintance with the fundamental elements, as well as the exquisite rhetoric of the Greek and Roman classics. With the more abstruse mathematical sciences there was manifest an equally astute proficiency. It was evident to parents that the most rigid care was bestowed upon the training of their sons. The afternoon was devoted to literary entertainments of more general interest. Some Dialogues in English and Latin were produced. In the former the younger pupils took part, and acquitted themselves with such credit as to elicit the frequent approbation of the audience.—*Mirror.*

—— Roman Catholic Separate School Examinations.—The Examinations which have recently been held in the Roman Catholic Schools in the various cities and towns, are reported in the papers as highly creditable, and some of them particularly so.

BRITISH AND COLONIAL.

—— Roman Catholic Education in England.—At present there are in Great Britain 12 colleges, all mainly intended for the education of the Roman Catholic priesthood, for it is well known that the lay education in them is made wholly subservient to that of the "church students," and is consequently at a very low ebb as far as secular and classical learning is concerned. The colleges are as follows:—St. Edmund's, near Ware Hertfordshire; the Benedictine College of St. Gregory, Downside, near Bath, Somerset; Stonyhurst College, Lancashire, (conducted by the Jesuits); St. Mary's, Oscott, Staffordshire; St. Cuthbert's Ushaw, near Durham; St. Lawrence's, Ampleforth, Yorkshire, (conducted by the Benedictines); St Edward's, Lancashire; Mount St. Mary's, Derbyshire; College of the Immaculate Conception, Ratcliffe, Leicestershire; St. Bruno's, Flintshire, (conducted by the Jesuits); St. Mary's College, Glasgow; and St. Mary's, Blairs, Kincardineshire. Besides the above, there are noviciates or places for training novices, belonging to several of the Roman Catholic churches which are attached to the religious houses above-mentioned. The largest and most important convents for the education of the female portion of the upper classes among the Roman Catholics are those at New Hall, near Chelmsford, at Taunton, at Roehampton, East Bergholt, Suffolk, (lately removed from Winchester), Hammersmith, Prinecthorpe, St. Leonard's on Sea, Clapham, and York.—*English Journal of Education.*

—— Maynooth College.—The visitors of Maynooth College—two Roman Catholic prelates, Dr. Dixon and Dr. Cullen, with Lord Fingal and

Chief Baron Pigott—held their visitation on the 20th ult. The number of students was 521, of superiors and professors 20; 92 students had been admitted to matriculation during academical year, and 49 were promoted to the holy order of priesthood. No change of importance had taken place in the general studies of the college, except the substitution of the *Theologia Moralis* of Scavini for that of Bailly as a text-book in the Divinity classes; and in the entrance course now takes place in a selection from the Greek and Latin fathers, for the purpose of familiarizing the students at an early period with patristic Greek and Latin. The health of the students had not been so satisfactory as usual; influenza prevailed early in the year, and as many as 75 were in the infirmary at one time, three deaths occurred in the year; one in the college, the result of insanity, the others in the country. The state of repair of the college is represented to be very defective, the Parliamentary vote for repairs having been discontinued since 1851, and the grant from the consolidated fund being expressely appropriated by Act of Parliament to other uses: hence a dilapidated infirmary, a now library not fitted up for books, no common hall large enough for the entire community, and a college chapel also inadequate to their accommodation, besides being of a style quite unsuited to the requirements of an ecclesiastical college, an important function of which is to educate the students in sacred ceremonial, and to form them to just notions of church architecture and decoration. Some correspondence has taken place on the subject of the repairs, and at the suggestion of Mr. Cardwell, the trustees of the college have reluctantly consented to resort to the arrangement recommended by the commission of 1853, of which Lord Harrowby was president.—*Times.*

—— THE QUEEN'S COLLEGES, IRELAND.—The Presidents of the Queen's Colleges at Belfast, Cork, and Galway, have made their annual reports to Her Majesty, all of them of a satisfactory character.

Within the last ten years 1,316 students have matriculated at the three colleges, and the numbers are on the increase. Last year as many as 494 students were in attendance, 318 of whom were matriculated, the rest (many of them medical students) attending the lectures of individual professors.

At Cork and Galway the Roman Catholic students form half of the whole body. 169 Roman Catholics are now in constant attendance on the lectures at the three colleges, which is stated to be a greater number by 50 per cent. than were on the books of Dublin University before the colleges were established.

The President of Belfast recounts with satisfaction that students from that college have gained a first place at the Woolwich examination, first in the Inns of Court, London, and first in the East India examination.

The President of Galway expresses the greatest satisfaction at the announcement by the Government that a measure is in contemplation for establishing intermediate schools, the want of which to fill up the void between the national school and the Queen's Colleges has been felt from the very first. It is stated that a comparatively small grant in aid of local contributions would be sufficient to lay the foundation of a scheme which might from time to time be extended by granting endowments in particular cases.

An ordinance of the Queen's University has been issued which will lighten to some extent the courses for the degree of B. A., and afford greater opportunity for the study of modern languages. The ordinance also institutes a diploma of "Licentiate in Arts" for those who have studied a curriculum less extensive than that required for a B. A. degree, but more adapted to the purposes of middle life, and the requirements of the trading and commercial classes; and it is proposed, besides, to hold examinations of candidates who are not members of the Queen's University, and to grant them first and second class "certificates."

The Queen's College at Belfast also undertakes to give a "college certificate of proficiency," after examination, to those who can win it, having attended college lectures for two years; and the Chamber of Commerce recommend the merchants of Belfast to give a preference to those who obtain the college certificate.—*English Journal of Education.*

—— UNIVERSITY OF NEW BRUNSWICK.—Dr. Hea, of Horton Academy, N. S, has been appointed President of the University of "New Brunswick." Dr. Hea, was for several years connected with the Wesleyan Academy at Sackville. The Carleton *Sentinel* says, it is rumoured that Judge Wilmot was offered the appointment, but declined, and recommended Dr. Hea. The Doctor is pretty well known here, in fact he is a native of the Province.—*Colonial Presbyterian.*

VIII. Departmental Notices.

1. PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the new Postage Law, the postage on all books, printed circulars, &c., sent through the post *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will, therefore, please send such an additional sum for the payment of this postage, at the rate specified, and the new Customs duty, as may be necessary.

2. INDISTINCT POST MARKS.

We receive, in the course of the year, a number of letters on which post marks are very indistinct, or altogether omitted. These marks are often so important that Postmasters would do well to see that the requirement of the post office department in relation to stamping the post mark on letters is carefully attended to.

3. SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages, and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools will be sent direct to the head Masters, upon application to the Department.

4. PUBLIC SCHOOL LIBRARIES.

"Township and County Libraries are becoming the crown and glory of the Institutions of the Province."—*Lord Elgin at the Upper Canada Provincial Exhibition, September*, 1854.

The Chief Superintendent of Education is prepared to apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law. Prison Libraries, and Teachers' County Association Libraries, may, under these regulations, be established by County Councils, as branch libraries.

5. PRIZES IN SCHOOLS.

The Chief Superintendent will grant one hundred per cent. upon all sums not less than five dollars transmitted to him by Municipalities or Boards of School Trustees for the purchase of books or reward cards for prizes in Grammar and Common Schools. Catalogues and Forms forwarded upon application. Where Maps, Apparatus, Prize, or Library Books are required, it will be necessary to send *not less than* $5 for each class.

6. NO PENSIONS TO COMMON SCHOOL TEACHERS, UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools in Upper Canada who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent without delay, if they have not already done so, their annual subscription of $4, commencing with 1854. The law authorizing the establishment of this fund provides, "*that no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*" No pension will be granted to any teacher who has not subscribed to the fund.

ADVERTISEMENTS inserted in the *Journal of Education* for twenty-five cents per line, which may be remitted in *postage stamps*, or otherwise.

TERMS: For a single copy of the *Journal of Education*, $1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

All communications to be addressed to J. GEORGE HODGINS, LL.B., *Education Office, Toronto.*

LOVELL AND GIBSON, PRINTERS, YONGE STREET, TORONTO.

JOURNAL OF EDUCATION, Upper Canada.

VOL. XIII. TORONTO: SEPTEMBER, 1860. No. 9.

CONTENTS OF THIS NUMBER.

	PAGE
I. VISIT OF THE PRINCE OF WALES TO BRITISH NORTH AMERICA	129
Portrait of His Royal Highness—His Education	130
Arrival of the Prince in Newfoundland—The School Children at Halifax, Nova Scotia—King's College, Windsor—Arrival at New Brunswick	131
Arrival of the Prince at Quebec—Welcomed to Canada by the Legislature—Visit to the Laval University	132
The Prince arrives at Montreal—Visits the University of McGill College—Inauguration of the Victoria Bridge—Addresses and Ceremony at the Inauguration—College of St. Hyacinthe—Bishop's College, Lennoxville—St. Francis' College, Richmond	133
The Prince at Ottawa—Laying the Foundation-Stone of the Parliament Buildings—The School Children at Brockville—Arrival at Kingston	136
Arrival of the Prince at Belleville—Visit to Cobourg—Victoria College	137
Arrival of the Prince at Peterboro'	137

CONTENTS—Continued.

	PAGE
I. The arrival of the Prince at Toronto—University of Trinity College—Visit to Collingwood—University College and University of Toronto—Upper Canada College—Visit to the Educational Department for Upper Canada—Illumination of the Buildings—Knox College	138
The Prince at Guelph—Berlin—Arrival in London—Sarnia—Canadian Literary Institute, Woodstock—The Prince at Queenston Heights	140
Arrival at Hamilton—Hamilton Central School—The Prince's Farewell Address to the People of Canada	141
The Prince at Harvard College—The Prince's Plume—Canadian Heroine	142
II. MISCELLANEOUS—(1) "Welcome to Canada." (2) Landing of the Loyalists in New Brunswick. (3) The School a Family. (4) How to get a Clock for the School	142
III. SHORT CRITICAL NOTICES OF BOOKS	143
IV. EDUCATIONAL INTELLIGENCE	144

VISIT OF THE PRINCE OF WALES TO BRITISH NORTH AMERICA.

VARIOUS EDUCATIONAL ADDRESSES AND REPLIES.

The Heir to the Throne of the British Empire visiting the Provinces of that empire in America is a new fact in the history of both. Never was a visit more graciously made, or more cordially received. The personification of free monarchical government and the spirit of British North American liberty meet for the first time, and never was meeting more affectionate, or congratulations and prayers more hearty. The representative person of majesty, and the representative thousands of freedom, mutually embrace each other with an ardour and earnestness that bespeak the strongest convictions and the deepest feelings.

Why is this? No favours are sought or expected on either side. The visit is not diplomatic, nor are the greetings those of official cliques. The visit is the expression of a Queen-mother's affection to her son, and a Queen-sovereign's love to her free people; and the reception is the spontaneous ovation of all ranks, classes, parties, and ages; the unanimous, concentrated heart of our whole country, offering its warmest tribute of love and loyalty to the filial representative of the most beloved of sovereigns, and the truest guardian of civil and religious liberty.



HIS ROYAL HIGHNESS THE PRINCE OF WALES, AS COLONEL OF THE 100TH REGIMENT.

The universal and cordial welcome to the Prince of Wales, were no prostrations of superstitious ignorance and galvanized serfdom before an Eastern potentate or an European despot; they were the cordial homage of a virtuous people to parental, royal, and personal virtue—the intelligent appreciation by a free people of a principle of government and law, which is above party; which, like the sun in the firmament, is no less impartial than universal in its benefits. It is in this that a free monarchy is distinguished from a free republic on the one side, and an arbitrary despotism on the other—as the personification of impartial authority and supreme law, and not the head of a party—as the impartial guardian of public rights and freedom, and not the absolute disposer of a people's religion, liberties, properties, and lives.

The visit of the Prince of Wales to these Provinces must have been one of great pleasure, profit, and pride to His Royal Highness, as it has been one of great interest and satisfaction to all classes of their inhabi-

tants. The interest of that visit has been not a little increased by the position and character of the statesmen and other able and accomplished gentlemen constituting the Prince's suite. The presence of General BRUCE—holding the responsible office of Governor to the Prince—could not fail to awaken pleasing recollections in the minds of many hundreds in Canada. General Bruce is known to be a younger brother of the Earl of Elgin; and he was, as Colonel Bruce, Lord Elgin's private secretary when Governor General of Canada. As no one Governor ever contributed so much to settle the system of constitutional government, develope the resources, and form the municipal and educational institutions of Canada as Lord Elgin, so no officer holding the office of Col. Bruce did, or perhaps could have done, so much as he did to second his noble brother's exertions, and, by his courtesy, kindness, and ability, to secure the respect and affection of all who ever had intercourse with him. The success and advancement of both Lord Elgin and General Bruce since their official connexion with Canada ceased, is no less gratifying to the people of this country than it is honorable to themselves and to Her Majesty's imperial government.

A prominent feature of the Prince's tour in the British Provinces has been his welcomes by the minstrel voices of thousands of children, and his numerous personal visits to educational institutions and his liberal remembrance of them since his departure. [See page 144.]

The Addresses and Replies delivered on the occasion of these visits form a very interesting collection. We here insert them, together with a brief account of the visits themselves. We have also inserted an account of those more important official acts of His Royal Highness, especially the act of inaugurating the Victoria Bridge, and in laying the corner-stone of the Parliament Buildings, which were special objects of the visit of the Prince of Wales to Canada.

PORTRAIT OF THE PRINCE OF WALES.

The following is a description of the appearance of the Prince of Wales, taken from a London paper:—The Prince, although youthful looking, is a well proportioned and certainly a pleasant looking young man. He is about medium height, and of fair complexion, with brown hair, and particularly brilliant hazel eyes. He has much about the formation and character of his face, and particularly in its prevailing expression, which reminds one of his august mother. His manner is easy and self-possessed.

The New York *Herald* thus describes his personal appearance:—The Prince stands about five feet six inches in height, is slender in form, having a narrow head, intelligent face, large handsome eyes, small mouth, large nose, retreating chin, complexion rather dark, boyish appearance, and generally resembling his mother at about the time of her coronation. He is very graceful in his movements, unostentatious and affable.

The correspondent to the Toronto *Leader* thus describes him:—The Prince is mild and amiable looking; resembling the Queen more than his portraits represent. His complexion is fair; his hair light; his eye steady and bright; and his whole demeanor simple and natural. He overdoes nothing; and bows much less frequently than the Queen in response to the acclamations of the people. His demeanor is precisely what any gentleman might wish that of his son to be. Without looking overjoyed by the demonstrations of which he was the object, his features bore marks of contentment and tranquil satisfaction, as if he were well pleased with the whole world. The Prince is only 19 years of age.

EDUCATION OF THE PRINCE OF WALES.

In order to give additional interest to the following account of the progress of the Prince of Wales through these Provinces, we add a few extracts from a sketch of the process of education of His Royal Highness, prepared by an English author, F. Williams, Esq. If Her Majesty did not discover the "royal road to learning," she and Prince Albert ingeniously invented a near approach to it for the amusement and instruction of the earlier years of the Prince of Wales. The plan pursued is worthy of attention. Mr. Williams says:

After the birth of Queen Victoria's first son, Albert Edward, the circumstances attending the education and career of former Princes of Wales underwent special review. The Queen, whose education under an admirable mother, had fitted her to perform with equal grace her regal and domestic duties, appeared to feel the obligations imposed upon her by this important connection with the nation she had been called to govern, and with profound solicitude Her Majesty directed the nurture of the Heir Apparent, and addressed herself to the consideration of the best available means for assisting his physical and mental development. Retrospection showed the inefficiency, as well as insecurity, of the methods of instruction in the greatest repute. Buchanan had succeeded, after infinite painstaking, in making his pupil but an indifferent pedagogue—a less scholastic and more religious tuition made his grandson a still more indifferent monk. Indeed, it can safely be asserted that this mode of education produced two of the worst kings that ever disgraced a throne. Bishops have not been more successful than less distinguished tutors. Dr. Brian Dupper, saintly character though he was, produced the profligate Charles II.; and although three prelates, Drs. Ayscough, Hayter, and Thomas, succeeded in making a far more creditable pupil of George III., it was well known that, notwithstanding the possession by the latter of many kingly attributes, his mind had been kept too completely in a groove to render his intelligence sufficiently expansive to understand the requirements of the people of England. The important question of morals gave from the same sources anything but assuring replies. Indeed the royal road to knowledge had been beset by as many seductions as obstacles; so that, from a consideration of the past, it was scarcely possible to secure an education for the Prince that should render him a wise king, a sound scholar, or a good man. Nevertheless, those who were most deeply interested in the subject, felt assured, that, by unceasing vigilance and devoted affection, they should be able to exhibit to England and to the world, a Prince of Wales every way qualified to be pronounced worthy of his position. Mr. Gibbs, the first instructor selected, enjoyed the confidence of the Prince Consort, and having from him accepted what was both a distinction and a trust, he applied himself to the fulfilment of his duties with the fullest sense of the responsibility it imposed. The royal pupil must be induced to learn, not forced; and therefore it became necessary to make his studies agreeable to him. With this object he commenced his educational course by exciting the attention of the Prince in a manner that could not fail of affording him entertainment. He told the Prince an amusing tale, or related some ludicrous anecdote. The Prince evinced the usual boyish enjoyment of humour, and constantly made fresh demands on the imagination and the memory of his instructor, perfectly unconcious that while he laughed he learned. Some useful truths having thus been inculcated, and a desire for more general information excited, the Prince was encouraged to acquire knowledge by personal observation. The master and pupil proceeded together to examine the ordinary phenomena of Nature, and explanations were given of what was not quite intelligible to the latter, in the same felicitous manner.

Fair progress became evident in other directions—not by making a toil of pleasure, but by doing exactly the reverse. The Prince of Wales learned to draw with facility, and was encouraged to render the accomplishment useful.

Having by this time arrived at a period when impressions of a more serious nature might with advantage be given to his mind, it was arranged that the Prince should take a tour in what is known as the Lake district of England. Among the gentlemen selected to attend him, was Dr. Armstrong, of the Royal Navy, who had been Surgeon and Naturalist of H. M. S. *Investigator*, that had been sent in search of Sir John Franklin, and had remained five years blocked up in the polar ice. Dr. Armstrong was frequently appealed to for tales of Arctic adventure; but, during the tour in Cumberland and Westmoreland, these interesting narratives had to be varied by explanations of the geology of the district through which the Prince was passing. He descended into mines and climbed mountains, with equal eagerness; collected specimens of the rocks and metals; sketched the scenery; inserted in his journal an account of the day's adventure, or wrote home a narrative description of everything he had seen worthy of relation, together with such traits of individual character as had come under his observation.

The tour was most successful; for with useful knowledge the Prince gained health and strength. He was not robust; indeed, was of a frame and constitution that sedentary habits would have made feeble; but climbing on foot over the mountains, or riding fearlessly upon his pony along the moors, was a bracing exercise that hardened his muscles and strengthened his lungs.

The next tour made by the Prince of Wales was a foreign one. He already knew the general features of some of the most interesting portions of his native land. From Osborne he had enjoyed frequent explorations of the beautiful Isle of Wight; from Balmoral had penetrated to the wildest and most picturesque district of the Highlands. This early familiarity with the charms of nature, his skilful preceptor had turned to profitable account, and the mind of the pupil had expanded with the field of observation so brightly and pleasantly extended before him. Now it was considered expedient by his careful guardians to introduce to him an entirely new set of images.

As the tour included highly interesting portions of Germany, France and Switzerland, the geological information that could thus be conveyed was of a singularly suggestive nature. Very pleasant, indeed, was knowledged so obtained; and the solid advantages the mind of the Prince received were much increased by the zealous attentions of Mr. Gibbs to realize the greatest amount of profit from other instructive lessons that formed a part of the day's study.

The result of this tour was even more satisfactory than the preceding. It could easily be seen, by the reports sent home, and the

entries in the diary, that the mind of the Prince was benefitting largely by its unrestrained communion with the external world.

That the heart of the Prince was expanding, as well as his mind, might have been observed by the ready sympathy which he displayed on every occasion that demanded its exercise.

Richmond Park, near London, was next selected as a place admirably adapted for continuing the physical and mental training of the Prince. In this pleasant retirement, the studies proceeded more systematically than hitherto; with, however, ample recreation. The Prince, under the direction of a skilful oarsman, acquired considerable proficiency in rowing, and was often seen on the Thames, enjoying the healthy exercise in a light boat, with a well made pair of sculls. He also rode a good deal, and enjoyed a game at cricket occasionally. Under such wholesome exercise in the pure air, his health continued good, though his muscular development did not progress so rapidly. About this period it was considered advisable that the Prince should enter the army, and he was appointed Colonel of Infantry. In the uniform of his rank and of his regiment, he is represented in another photograph, which has also been engraved on page 129.

When the Prince had exhausted the gratification of his Richmond retreat, a new expedition was planned for him, that came recommended by singular attractions. It was a voyage in the Royal Yacht to the coast of Ireland, with a tour to such places of interest in the sister island as were most readily accessible. The scenery for which the land of saints is deservedly famous, was sure of receiving justice in the sketch book and journal of the youthful traveller; but there is little doubt that a nearer acquaintance with the personal characteristics of a people whose *vis comica* had, in his limited experience, appeared replete with genuine humour promised a fund of amusement. Such anticipations were fully realised. The Prince made acquaintance with all the Irish lions, not forgetting the far-famed "Blarney Stone;" and found in Paddy at home more than the fun he had expected.

The next expedition was of the greatest interest to the scholar, and the Prince had acquired sufficient scholastic knowledge to feel its interest thoroughly. It was a tour in Italy, including a residence in the seven-hilled city, for the purpose of studying its classical antiquities, and of familiarizing the mind of the scholar with the most remarkable events of Roman History. With a few well-selected attendants the Prince, under the travelling name of Baron Renfrew, visited the principal Italian cities, and in due course made his entry into the Pontificial States. The Prince had an interview with the Pope, from whom he received much kindly attention, and every facility was afforded him for pursuing his studies. Having thus, from the fountain head drunk copiously of Latin literature, the Prince soon after his arrival in England, commenced a regular academical training at the University of Edinburgh, where he daily attended the classes of the Professors, and showing a fair amount of application, made creditable progress in his "Humanities." He subsequently continued his curriculum at Magdalene College, Oxford, at the same college that had received within its walls the most earnest of royal students—Prince Henry. Here his education received every advantage which could be derived from Professors of world-wide celebrity in classics and in science. With such guides the Prince devoted himself to the higher branches of learning, with a degree of assiduity that could not fail of obtaining for him a fair advance even in the most obstruse studies. He had previously enjoyed the advantage of listening to the lucid explanations of Faraday, and the suggestive comparison of Owen, so that his mind was in a measure prepared for the reception of those grand philosophical truths that were now laid open to him. In the meantime, the taste for manly sport and exercise continued to be healthily developed—boating and cricketing having the preference: but there was no excess in the enjoyment. It was indulged in as the natural inclination of youth, as well as a necessary change from sedentary *pursuits*; and the Prince appeared, among his associates, quite content to be on the same social footing with them, and ready to exert his skill to the utmost in any rational competition. The Prince's University career, has however been interupted by another and more important expedition. The last Prince of Wales did not leave the Island till after he had ascended the throne, and then the only strange countries His Majesty cared to visit were Hanover and Ireland. But the Shakesperian truth that

"*Home keeping youth have ever homely wits,*"

seems to have had extraordinary influence over the life of Prince Albert Edward—a beautiful influence, unquestionably,—and the object of such travels during his youth, must be obvious to every one. He had obtained a sufficient knowledge of the character and resources of modern governments; he had been permitted to study the most powerful of the ancient empires, in its eminently suggestive ruins; he had carefully observed the various elements that constitute the colossal strength of his own country *at home*, and now he has to become acquainted, by personal observation, with those important and extensive dependencies in distant parts of the globe, which the colonial policy of England had made scarcely less thoroughly English than the mother country. It was wisely determined that the first colony the Prince should visit, should be the flourishing dependency on this side of the Atlantic that has remained faithful in its attachment to Britain, notwithstanding the independence established by a large portion of her North American possessions, and as wisely that he should accept the hospitality of the President of the United States.

THE PRINCE'S TOUR IN BRITISH NORTH AMERICA.

HIS ARRIVAL IN NEWFOUNDLAND, JULY 24TH.

(Compiled from various sources.)

His Royal Highness the Prince of Wales, on his first arrival in America, made his entry into St. John's, Newfoundland, on the 24th of July, and was received with every demonstration of joy. Among the most delighted of those who welcomed him, were the school children, who sang "with heart and voice" the noble old "National Anthem." On the departure of His Royal Highness, the school children again assembled to bid him farewell, in the words of the same grand melody.

THE SCHOOL CHILDREN AT HALIFAX, NOVA SCOTIA, JULY 30TH.

From Newfoundland, the Prince proceeded to Halifax, in Her Majesty's steam-frigate *Hero*, 91 guns. He was accompanied by the Admiral of the North American Station, Admiral Milne, in Her Majesty's ship *Nile*, 91 guns. He was received with every demonstration of joy.

As the procession in Halifax passed from Granville into Barrington Street, the Prince stopped in front of the stand, which was completely filled with school children, who sung the "National Anthem" as he approached, to which these two verses were added:

Welcome! our Royal guest;
Welcome from every breast,
From every tongue—
From hearts both warm and true,
Hearts that best high for you,
Loudly our welcome due,
To thee be sung.

Prince of a lofty line,
The virtues all be thine,
Which grace our Queen:
To her we pay through thee,
Love, faith, and loyalty—
Homage which fits the free!
God save the Queen!

Better singing there might be, but one must have lacked the better part of human nature to have listened to the clear voices of this child multitude singing out this simple welcome in the simply grand strains of the anthem and not have been moved by it. Some even were moved to tears. The appearance of the children too, the girls dressed in white as they sang the verses, was one of the most touching things in the whole demonstration. A social feature in the arrangement is worthy of notice. There was a large number of negro children, and with the exception of some attempt at classification at one end, white and black were generally mixed together.

KING'S COLLEGE, WINDSOR, NOVA SCOTIA, AUGUST 2ND.

From Halifax the Prince reached Windsor by railway, where he was received with a right loyal welcome. Windsor being a University town, the principal mottoes were:

"*Principis est virtus nosse suos!*"

Over the principle arch—

"*Moenia ipsa atque tacta exultant!*"

But on the front of another house was the very plain motto—

"*God bless our Prince!*"

Nothing could have been better than those plain Saxon words. On his arrival at Windsor, the following address was presented to him:

"May it please your Royal Highness,—We, the loyal inhabitants of the township of Windsor, of the county of Hants, in the province of Nova Scotia, beg leave to approach your Royal Highness to offer the humble expression of a heartfelt welcome. Representing on this happy occasion the loyal feelings of the oldest University town in her Majesty's wide extended colonial possessions, we view it as our highest privilege and singular honor to be permitted to greet your Royal Highness in the immediate neighborhood of an institution founded by His Majesty King George the Third, the august and illustrious ancestor of your Royal Highness. Believing that the University of Windsor has continued during successive years to answer the wise and benevolent purposes of its founder, and knowing that in King's College, under the royal charter then granted have been educated in religion, in literature and in science a great number of the clergy, many of the most distinguished members of the bench and bar in this and the neighboring colonies, many military men, whose heroic achievements have been widely celebrated, and several others, including members of the different religious denominations, equally conspicuous in the various walks of life, all

of whom have ever manifested the firmest allegiance to the British throne and government. But we are aware that your Royal Highness has only a few moments to bestow for this brief but ever memorable occasion. We are extremelygrateful, and we ho pe that your Royal Highness' visit to Nova Scotia may be agreeable to your Royal Highness, as it is most welcome and most gratifying to us; and that on your happy return to Windsor Castle and to the renowned University in which your Royal Highnes is enrolled, your Royal Highness may convey to Her Gracious Majesty, our beloved Queen, the assurance of the sentiments of inviolable loyalty to the throne and of affectionate veneration for the constitution, which pervade all ranks and classes of Her Majesty's subjects in this portion of her dominions; and not least, the youth of our University, educated in a town whose fortress was honored by the presence and still bears the name of Her Majesty's illustrious father.

The Prince's Reply:

"GENTLEMEN,—The address which you have presented to me demands my acknowledgments. It is a pleasure to me to visit, even though it be but in passing, this seat of learning in British North America; to find that the sons of these provinces are successfully pursuing, within the precints of your town, the studies which I have myself abandoned, only for a time, that I might come to these lands. I thank you for your kind recollection of my grandfather, and for your loyal sentiments."

SCHOOL CHILDREN AT ST. JOHN, NEW BRUNSWICK, AUGUST 3RD.

From Nova Scotia the Prince proceeded to New Brunswick. Inside the gate of the Prince's residence at St. John, were two thousand school-children, the boys in black and the girls in white, who sang the "National Anthem," and strewed bouquets on the roadway. The two following verses of the anthem were added:

Through every changing scene,
O Lord! preserve the Queen,
In health to reign.
Her heart inspire and move
With wisdom from above,
And in a nation's love,
Her throne maintain.

Hail! Prince of Brunswick's line,
New Brunswick shall be thine;
Firm has she been.
Still loyal, true, and brave,
Here England's flag shall wave,
And Britons pray to save,
A nation's Heir.

The Prince was delighted, and came out and walked up and down the path with his suite, bowing to the children. It was a very pretty sight, as the children cheered and clapped their hands; but as the Prince, contrary to expectation, alighted from his carriage at the gateway, many of the children behind had not an opportunity of seeing him, and were thus most bitterly disappointed. The fact was no sooner made known to His Royal Highness, than with a readiness which speaks much for his kindness of heart, he immediately consented to walk down the avenue, and thus gratify the dear little fellows. Those who had previously been behind, were then brought forward, and after a few minutes delay, the Prince appeared. The last of the verses above quoted was sung a second time, and the youngsters pleased with having accomplished the object of their visit, departed delighted to their homes, under the guidance of their careful teachers. The procession, headed by the children, then marched away, and the Prince returned to the house.

THE PRINCE AT QUEBEC, AUGUST 18TH.

From New Brunswick the Prince proceeded to Prince Edward Island, thence to Gaspé, where he arrived on the 12th of August, and was there welcomed to Canada by the Government. From Gaspé he proceeded up the Saguenay river, and thence to Quebec.

The 18th of August will in future be a memorable day in Canadian annals. On that day His Royal Highness visited the ancient capitol of Canada, and was received with heartfelt pleasure by the multitudes who had assembled from all parts of Canada to welcome their future King, and the son of their illustrious Queen. The correspondent of the New York Commercial Advertiser thus relates the scene at the landing of the Prince.—At half past three, the "Hero" with the royal standard at the main, accompanied by a large flotilla of steamers and small boats, arrived and cast anchor in the centre of the stream opposite the wharf, amid hearty cheers from the sailors and officers of the advance fleet and the crowds on the wharves and steamers and a salute from the cannon stationed on the heights of Point Levi, opposite Quebec. As soon as the anchor was dropped, the holiday flags were run up. At the same moment the bands on the "Nile" and the various steamboats struck up the National Anthem, and the strains sounded grandly to the listener's on the wharves, the sound being mellowed by the distance, and the water. Shortly before four o'clock, the remainder of the fleet arrived and cast anchor. It was a fine sight as these noble war ships with a grace equal to that of a swan, swung round on their anchors. Punctually at four o'clock the whole of the six war vessels manned their yards, which had been already decorated with flags. The royal standard was lowered from the mainmast of the *Hero*, and the band thereon playing the National Anthem, informed all the expectant crowd on the shore that the Prince had left the vessel, and in a few seconds a beautiful white boat with the royal standard at its bow, appeared on the water followed by two others containing the Admiral and naval officers of the Royal squadron. As the royal boat passed the other boats of the flotilla, it was saluted by the rowers raising their oars high in the air, and the Prince cordially noticed each salute by raising his cocked hat. The Prince landed at the Champlain market wharf, amid a deafening salute from the guns of the citadel, the six war vessels, the grand battery, the artillery on Durham terrace, and on the heights of Point Levi, opposite, the smaller cannon in the possession of several loyal civilians, the screaming of the steam vessels in the harbor, the chiming of bells, and the hurrahs and *vivas* of an excited crowd who shouted nearly as loud as the noise of the cannon. The effect of this scene on some of the spectators was very strange, the tears of joy rolling down the cheek of many a loyal hearted man and woman, while visible emotion marked the features of every one. As the Prince ascended to the main wharf from the boat, the Governor General advanced bareheaded to meet the royal guest, and the Prince, the Duke of Newcastle, and in fact the whole of the party, also with uncovered heads, walked along the carpeted wharf, the band playing the National Anthem while the soldiers presented arms. To those who witnessed the whole scene from the Durham Terrace and ramparts, the sight was inexpressibly grand and impressive, and will long be remembered by every one who was present.

THE PRINCE WELCOMED TO CANADA BY THE LEGISLATURE.

On Tuesday, August 21st, the Prince received and replied to addresses from both houses of the Legislature. Want of space prevents the insertion of the addresses; part, however, will be found on page 134. We give the Prince's reply to each address, as follows:

Reply to the Legislative Council Address:

"GENTLEMEN,—From my heart I thank you for this address, breathing a spirit of love and devotion to your Queen, and of kindly interest in me as her representative on this occasion. At every step of my progress through the British Colonies, and now more forcibly in Canada, I am impressed with the conviction that I owe the overpowering cordiality of my reception to my connection with her to whom, under Providence, I owe everything, my sovereign and parent. To her I shall with pride convey the expression of your loyal sentiments, and if at some future period—so remote I trust that I may allude to it with less pain—it shall please God to place me in that closer relation to you which you contemplate, I cannot hope for any more honorable distinction than to earn for myself such expressions of generous attachment as I now owe to your appreciation of the virtues of the Queen. Few as yet have been the days which I have spent in your country, I have seen much to indicate the rapid progress and future greatness of United Canada. The infancy of this Province has resembled in some respects that of my native island, and as in centuries gone by, the mother country combined the several virtues of the Norman and Anglo-Saxon races, so I may venture to anticipate in the matured character of Canada the united excellencies of her double ancestry. Most heartily I respond to your desire that the ties which bind together the Sovereign and the Canadian people may be strong and enduring."

Reply to the House of Assembly:

"GENTLEMEN,—No answer that I can return to your Address will sufficienty convey my thanks to you or express the pleasure which I have derived from the manifestations of loyalty and affection to the Queen, my mother, by which I have been met upon my arrival in this Province. As an Englishman I recognise with pride in those manifestations your sympathy with the great nation from which so many of you trace your origin, and with which you share the honors of a glorious history. In addressing you, however, as an Englishman, I do not forget that some of my fellow-subjects here are not of my own blood. To them also an especial acknowledgement is due, and I receive with peculiar gratification the proof of their attachment to the Crown of England. They are evidences of their satisfaction with the equal laws under which they live and of their just confidence that, whatever be their origin, all Canadians are alike objects of interest to their Sovereign and her people. Canada may be proud that within her limits two races of different language and habits are united in the same legislature by a common loyalty and are bound to the same constitution by a common patriotism. But to all of you, and to the three millions of British subjects of whom you are the representatives, I am heartily thankful for your demonstration of good-will. I shall not readily forget the mode in which I have been received while amongst you. I regret that the Queen has been unable to comply with your anxious desire that she would visit this portion of her Empire. Already

had proofs of the affectionate devotion which would have attended her progress been given ; but I shall make it my first as it will be my most pleasing duty upon my return to England, to convey to her the feelings of love and gratitude to her person and her rule which you have expressed on this occasion, and the sentiments of hearty welcome which you have offered to me, her son."

At the conclusion of the replies His Royal Highness knighted the Speakers of both Houses,—who are now Sir Narcisse Belleau and Sir Henry Smith.

LAVAL UNIVERSITY, QUEBEC, AUGUST 22ND.

At noon this day the Prince visited the Laval University, and, in the reception-room, he received and replied to addresses from the Roman Catholic Bishops of Canada, and from the University. Few persons are aware how large and beautiful a room the University of Laval possesses ; and on this occasion, with its floor magnificently carpeted with costly Brussels carpeting ; a throne, encircled with gold damask curtains, and surmounted with a crown and a Prince of Wales' plume, from which drooped festoons of artificial grape-vine ; with sofas and chairs orderly arranged around ; and with its galleries crowded with visitors. His Royal Highness passed along the Grand Battery, which was converted into a shrubbery of spruce, and amidst the cheers of those assembled he entered the main portals of the Laval building, the band playing "God save the Queen." He and his suite, in their morning dresses, walked the whole length of the reception-hall to the raised dais in front of the throne, preceded by the Vicars of the University in their robes, with gold and silver wands of office.

The first address, from the Bishops, was read in French, by Bishop Baillarge, of Quebec ; and in English, by Bishop Horan, of Kingston. The next address was that from the Faculty of the University, who advanced in order, clad in their black gowns, relieved by scarlet edgings, and fastened by scarlet tassels. It, too, was read in French and English as follows :—"May it please your Royal Highness,—It is with feelings of the greatest respect that the members of the Laval University beg leave to lay at the feet of your Royal Highness their homage and the expression of their liveliest gratitude. They are happy to see within its walls the heir apparent of a vast Empire, the eldest son of a noble Queen, whose domestic and public virtues the world acknowledges, and loudly proclaims the worthy representative of that Gracious Queen to whom this University is indebted for the charter of its erection, charged with the mission of receiving, in the name of our august Sovereign, the homage of her faithful subjects. Your Royal Highness will, we fondly hope, deign to accept the expression of the deep gratitude with which we are filled towards Her Majesty. Actuated by this feeling, we pray your Royal Highness to believe that the professors and alumni of this institution will make it their constant endeavor to prove themselves worthy of the Royal favor. This, the first and only French Canadian University thus honored with the royal protection will be a lasting monument of the desire of Her Majesty to provide for the happiness of all her subjects, while it will form a new tie between their fellow-subjects of French origin and the mother country, to whose care we have been committed by Divine Providence. It is true that unlike Alma Mater Oxford, where your Royal Highness has been pleased to matriculate, our existence cannot be counted by centuries, our alumni are but few, our libraries, our museum, our collections offer nothing to excite the curiosity of your Royal Highness, accustomed to visit the antique institutions of Europe. Our beginning is but humble, our hopes are in the future. We trust in the future destinies of the Colony which, under the protection of England, is in the enjoyment of peace and abundance, whilst other countries are distracted by violent convulsions. We trust in the future of that glorious metropolis whose influence is so weighty in the civilized world. We place our trust in the protection and justice of that august Queen to whom we are indebted for so signal a mark of benevolence. We also place our trust in the young Prince whom Providence will call one day to give on the throne the examples of all those royal virtues he has inherited from the most gracious of Sovereigns, and the noblest of mothers."

The Prince's Reply:

His Royal Highness replied to both of these addresses, in English, as follows: "I accept with the greatest satisfaction the welcome which you offer me in your own name, as the Roman Catholic Bishops of the Province of Canada, and on behalf of your clergy ; and I assure you that I feel deeply the expression of your loyalty and affection for the Queen. I rejoice to think that obedience to the laws and submission to authority, which form the bond of all society and the condition of all the civilized world, are supported and enforced by your teaching and example. The assurance that you enjoy the free exercise of your religion, and that you partake in the benefit and protection of the British constitution, is a pledge that your hearts and those of your fellow-subjects, of whatever origin they may be, will ever be united in the feelings you have now expressed of attachment to the Crown of Great Britain. I acknowledge with gratitude the earnest prayer which you offer to Almighty God in my behalf, and I trust that my future course will be such as will best promote the welfare of this great Province and of its inhabitants. To you, gentlemen, who are engaged within the walls of this building in the education of the youth of the country, I also tender my thanks. I trust that your University may continue to prosper, and that in future years its sons may look upon the days they have spent under your instruction with the same gratitude and sense of the benefit they have enjoyed as I and others feel towards the more ancient institutions of my own land."

After the above ceremony the Prince was conducted through the rooms of the building to see the Library, Museum and Cabinets of various kinds, almost all of which are as yet in a very incomplete state.

THE PRINCE AT MONTREAL, AUGUST 25TH.

At the Haymarket Square, the school children were assembled to welcome the Prince by singing the National Anthem. He visited no educational institution here, but the President of the McGill University Society made application to him through the Duke of Newcastle, that permission might be granted to plant in the graduates' walk of the University Grounds, an Elm, Maple, or Pine tree, to be called "the Prince's Tree," stating that it was the custom of each graduate upon joining the Society, to plant his tree there. A reply was returned that His Royal Highness would be happy to have his visit so commemorated.

UNIVERSITY OF McGILL COLLEGE, MONTREAL, AUGUST 27TH.

Among the addresses presented at the Levee was the following one from the University of McGil College :

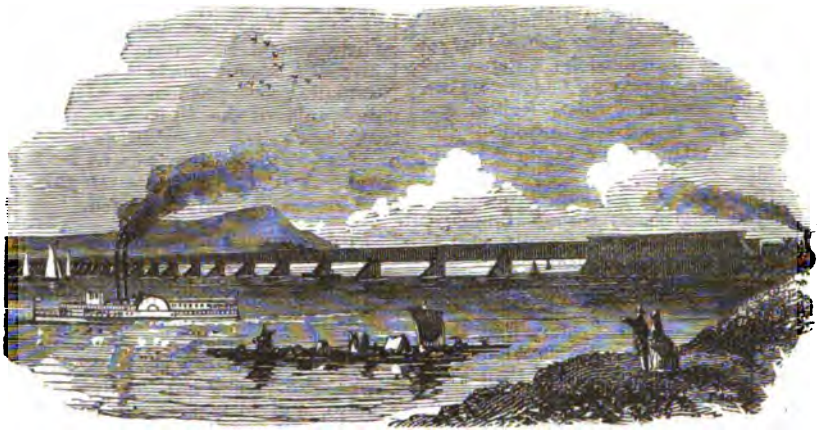
May it please Your Royal Highness,—We, the Governors, Principal and Fellows of the University of McGill College beg leave to congratulate your Royal Highness on the safe arrival which Divine Providence has granted you in this distant part of the Empire, and to express our gratitude to Her Majesty the Queen and Your Royal Highness for the condescension and graciousness implied in this visit to Her Majesty's subjects in Canada. We call to remembrance, with great satisfaction on the present occasion, that we owe it to the Imperial Government, from the interest which it has taken in education in this part of the dominions of our Sovereign, that the University with which we are connected possesses the Royal Charter, which gives authority to its public acts for the advancement of sound learning and science. And, although this University, the oldest in Canada, may be said to be still in its infancy, and in this, as well as on account of the obstacles which in a new country impede its progress, does not bear comparison with the venerable institutions of the like nature in the mother country, particularly with that of which Your Royal Highness is an Alumnus, we nevertheless beg to assure Your Royal Highness that it possesses in common with them the affection and sense of obligations that are due to our Sovereign Lady the Queen, and the happy part of the Empire over which She immediately reigns. We pray that Your Royal Highness may find this present visit in every way agreeable and fruitful of pleasing thoughts throughout many years to come. His Royal Highness expressed his thanks for the address, by a written communication through his Grace the Duke of Newcastle.

INAUGURATION OF THE VICTORIA BRIDGE, AUGUST 25TH.

The following account is chiefly taken from the letter of the *Times'* correspondent :—The Victoria Bridge at Montreal, is, beyond all doubt, the greatest engineering work in the whole world. The Menai Bridge is a noble structure, yet only the germ of the great idea here developed to its fullest. Brunel's great bridge at Saltash is remarkable for the wonderful skill with which it overcomes obstacles which were, in fact, almost created that the engineer might have the pleasure and merit of vanquishing them. Roebling's suspension-bridge, over the Rapids of Niagara—the most ingenious, and, perhaps even the most beautiful bridge of its kind in the world, but no fair comparison can be drawn between it and the Victoria, when the former is only 800 feet long and the latter more than 9,000. To appreciate the Victoria Bridge, to do justice to its grand conception, the visitor should look at the St. Lawrence in winter, when millions of tons of floating ice come crushing down it, and in summer when even at its lowest ebb the current flows like a sluice, at the rate of seven miles an hour. He should remember that the whole of its bed is a mere quicksand, strewed over the bottom with gigantic boulders, weighing 25 and 30 tons, that the depth of water is nowhere less than 25 feet, and that the stream at this point is two miles wide. When any one takes the trouble to

think quietly over the nature of these obstacles, and then looks up at the lofty rib of iron, which stretches high in air from shore to shore, he must be more or less than human if he does not regard it as the grandest and most successful engineering work which the world has yet seen. After all the bridge is by no means an imposing structure. Its height from the water and its immense length gave it more the appearance of a gigantic girder than a bridge. Viewed at sunset, when its dull tints are brightened into red, and with Montreal as a background, with all its tin roofs and steeples glittering like silver in the sun, it looks well enough, though never much more than an iron footpath to the picturesque city beyond ; and few can believe at the first glance that it is really more than five times longer and bigger than the longest bridge ever yet constructed.

The piers were formed by forcing down coffer dams of wood in the exact places where the foundations were to be laid, then driving rows of piles round these, and filling in between the two with wads of clay, forced down till they were watertight. The water inside the coffer dam was then pumped out by steam pumps, and the work of clearing out the gravel and mud, and laying the masonry down on the very rock, commenced. Quicksands let in the water to such an extent that no pumps could keep the coffer dams empty, and tiers upon tiers of piles had to be driven all round them till the subterranean communication was cut off at last. At other times huge boulders were in the way, and divers had to be employed for months in the bed of the river, securing chains to these rough masses before they could be hooked up and taken away. When all was clear and progressing well, the mere force of the swift current would sometimes destroy the dams, and masses of floating ice in one short winter's day laid waste the labour of a whole summer. Some of the piers were destroyed by ice and quicksands as often as six or seven times year after year ; and on the *average* of the whole twenty-four piers, the works of each one were actually destroyed *thrice*. At last the piers got above water, and were faced towards the set of the current with a long massive wedge of granite masonry, strong and sharp enough to divide even the icefields of the St. Lawrence. The dangerous rapidity of the stream made it impossible that the tubes could be built on shore, floated out on rafts, and then raised to their positions in one piece, as was the case with the bridge at Menai. So the whole tube was first actually built in England, and sent out piece-meal, with every plate-bar and angle-iron numbered with such minute exactness, that, as far as putting together was concerned, there was no more difficulty than with a child's toy. Thus, with the assistance of a temporary scaffolding stretched between the piers, tube after tube was slowly built across the centre, where the great span of three hundred and fifty feet comes. As may be imagined, the work of building this across with no supports from below, presented a series of engineering difficulties, such as have never yet been encountered in any piece of iron-work that was ever put together. Mr. Hodges, however, persevered and triumphed here, as he had done elsewhere, and at length at the close of last year, five years after the commencement of the work, the first stone and iron bridge over the St. Lawrence was completed. It was tested with a strain more than ten times greater than any which the ordinary exigencies of traffic can ever bring upon it. The deflection of the centre tube under this great pressure was little more than an inch, which recovered itself the instant the load was removed from off it.



VICTORIA RAILWAY BRIDGE AT MONTREAL, FROM ST. LAMBERT.

The following interesting particulars of the Victoria Bridge, and the materials used in its construction, are thus given :

First stone No. 1 Pier, laid 20th July, 1854.
First passenger train passed, 17th December, 1859.
Total length of Bridge, 9184 feet lineal.
Number of Spans, 25—24 of 242 feet, and one of 330 feet.
Height from surface of water to underside of centre tube, 60 feet.
Height from bed of river to top of centre tube, 108 feet.
Greatest depth of water, 22 feet.
General rapidity of current, 7 miles an hour.
Cubic feet of Masonry, 3,000,000.
Cubic feet of timber, used in temporary work, 2,250,000.
Cubic yards of clay used in puddling dams, 146,000.
Tons of iron in tubes, say 8250.
Number of rivets, 2,500,000,
Acres of painting on tubes, one coat 30, four coats 120 acres.

Force employed in construction from the middle of May to the middle of November :

Steamboats, of 450 horse power.....	6	12,000 tons.
Barges	71	
Manned by.....	500	sailors.
In stone quarries.....	450	men.
On works, artisans, &c. ...	2000	men.
Total.....	3040	men, 142 horses, and 4 locomotives.

ADDRESSES TO THE PRINCE FROM THE LEGISLATURE AND FROM THE GRAND TRUNK RAILWAY, AND CEREMONY OF THE INAUGURATION.

As the Legislature had invited the Prince to formally open the Victoria Bridge, both houses in their addresses to His Royal Highness at Quebec, thus referred to the great work. That of the Legislative Council contained this paragraph : "Though the formal opening of that great work, the Victoria Bridge, known throughout the world as the most gigantic effort in modern times of engineering skill, has been made a special occasion of Your Royal Highness' visit, and proud are we Canadians of it, we yet venture to hope that you will find in Canada, many other evidences of greatness and progress to interest you in the welfare and advancement of your future subjects.

The address of the Legislative Assembly contained a similar paragraph, as follows : "The approaching opening of the Victoria Bridge by your Royal Highness has been the more immediate cause of your present visit to Canada, and we trust you will find in that stupendous work the most striking evidence in which the capital and skill of the Mother Country have united with the energy and enterprise of the Province in overcoming natural obstacles of the most formidable character." The replies of His Royal Highness will be found on page 132.

The following address was presented to the Prince at the inauguration, by the Directors of the Grand Trunk Railway :

May it please your Royal Highness,—The Directors of the Grand Trunk Railway Company of Canada, beg leave to offer to your Royal Highness a respectful welcome to the Province. The Canadian Parliament has made the completion of the Victoria Bridge, the occasion on which to invite our most gracious Sovereign to visit her Canadian possessions, and, in welcoming your Royal Highness to Canada as her representative, they have referred with just pride to this great work as evidence of the results achieved through the union of British capital and skill, with Canadian enterprise and progress. The Victoria Bridge, as your Royal Highness is aware, has been constructed in the face of the greatest engineering difficulties. It is the connecting link of eleven hundred miles of railway, extending from the extreme Western limits of Canada nearly to its Eastern boundary, and also affording an outlet to Provincial trade to the Atlantic when the rigour of our climate closes the natural channel by the Saint Lawrence. This great national highway has been carried through by a vast outlay of British capital, fostered by the most wise policy and generous aid of the Canadian Parliament, and, as now completed, will develope and promote not only the interchange of commerce and intercourse between the various districts of this widely extended Province, but will also secure to it a large share of the rapidly increasing trade of the West. Canada now possesses a complete system of railway communication, combined with an internal navigation of unrivalled extent ; and, in your future progress to the West, your Royal Highness will observe the best evidence of the wisdom and energy which have thus been applied to the development of the resources of this great Province. The Directors have now to express their profound gratitude to their most gracious Sovereign and to your Royal Highness for your consideration in honouring this enterprise with your presence, and they pray that your Royal Highness will now be pleased finally to inaugurate the completion of the Victoria Bridge, and thus to permit the greatest engineering work of modern days to be associated with the auspicious occasion of the first visit of the Heir Apparent of the Throne to her Majesty's loyal Province of Canada.

The Prince's Reply.

Gentlemen,—It is with mingled feelings of gratification at the duty which I am called upon to undertake, and admiration of the magnificent spectacle of successful science which is before me, that I proceed to comply with your invitation, and, in the name of the Queen, to inaugurate a work as unsurpassed by the grandeur of Egypt or of Rome, as it is unrivalled by the inventive genius of of these days of ever-active enterprize. I regret that the great man, whose name is now doubly enrolled in that page of my country's history in which its worthies are inscribed, has not lived to see this day. I regret that ill health prevents the presence of another who labored with him to plan and execute this vast design; but to them and to the eminent firm and those employed by them, in carrying out the works, no less than to your countrymen, whose energetic exertions first gave birth to the scheme of which this bridge is the consummation, the thanks of the great community of North America are due. Your Sovereign has testified her appreciation of the magnitude and importance of the enterprise, by deputing me to come so far to commemorate on the spot, on her behalf, the completion of a monument of engineering skill, which will, henceforth, bear her name, and covey to future generations another proof, in addition to the many which exist, of the successful industry of the great people committed to her rule. May this ceremony be auspicious to all concerned. May the Railway and this Bridge, which is its connecting link, realize all the expectations of its promoters, and continue throughout the great future of this Province a source of permanent and ever increasing prosperity."

The mere ceremony of opening a bridge is very much the same at all places. There was a platform covered with scarlet cloth, and a little scaffolding, from which hung a ponderous slab of granite, the last stone required to complete the masonry of this marvellous undertaking. The Prince with all his suite, and attended by the chief members of the Canadian Government, came at 2 o'clock in a beautifully-constructed open railway car specially built for the occasion. All along the route by the side of the track were seats, which were occupied by numbers of well dressed genflemen and elegantly attired ladies. Near the portals of the Bridge the train passed between trophies of locomotive wheels and mechanical devices. The Prince's car paused just before entering the tube—within the massive walls. Where the passengers, chiefly the members of Parliament and friends, disembarked, and took their assigned places—some below on a level with the track—some above on the top of the walls—some again near the platform to which His Royal Highness was to mount and lay the stone, and over which was a richly draped golden fringed arch, with the appropriate inscription,—"*Finis coronat opus.*" He was received with deafening outbursts of enthusiasm.

Laying the last stone was soon accomplished. The Prince patted the bed of mortar, and the mass of granite was slowly lowered into its resting place. It was a solemn affair, and seemed like laying a tombstone over the grave of £17,000,000. The Prince then entered his car again, and proceeded through the bridge, which bellowed and rumbled like thunder as the train progressed, and the opening by which it had entered grew smaller and smaller till it only shone faintly in the distance like a pale blue star. At last a dim twilight appeared ahead, and the engine gradually stopped. It was in the centre of the bridge where the Prince was to drive the last rivets. His Royal Highness went outside to one of the openings in the masonry of the centre tower, and looking down on the St. Lawrence rushing past in one grand stream far below, sweeping under the bridge in eddies and whirlpools, or bursting into little spirts of angry foam as they touched the sharp edges of the granite masonry. None could look down on this great river, and then look along the sides of the iron tube which tapered away at each end in the distance till it seemed a mere reed of metal, without feeling astounded not only how such a design was ever carried out, but how it could ever have been conceived as practicable.

The trowel bore on the inside the following inscription: "To commemorate the completion of the Victoria Bridge by His Royal Highness Albert Edward, Prince of Wales. Montreal, 1860." On the reverse side was an engraving of the bridge. The handle was wrought into the form of a beaver, which was attached to the blade by a Prince of Wales' plume—the edges of the blade being decorated with a border of the rose, shamrock, thistle, and maple leaf.

The formality of completing the bridge was now gone through. Four rivets had been left unfinished, and these were closed with iron bolts by two workmen. The last, a silver rivet, was clinched by the Prince himself. The two workmen wielded their tremendous hammers with a din that was awful, the rich uniforms of the Prince and suite, half hidden in the gloom, and softened down by the wreaths of thick wood-smoke which curled from the funnel of the engine in the background—the little glimpse through the opening into the bright sunlight, the St. Lawrence, far beneath—the flaunting decorations and shining roofs of Montreal beyond the river—all made a striking subject for a picture. At length the last iron rivets were fixed, and the last of all, a silver one, was inserted. The Prince took the hammer, and, heavy as it was, prepared to wield it stoutly; Mr. Hodges adjusted the silver knob, and with some stout, resounding blows, the Prince finished the last rivet in the Victoria Bridge. Soon every one there, got back into the car, which went on through the tunnel to the other side of the river, where a magnificent view of Montreal could be gained. Here the party remained for a few minutes, and Mr. Blackwell, in the name of the Grand Trunk Railway Company, presented the Prince with a beautiful gold medal, executed by Wyon, commemorative of the occasion. The suite were presented with similar ones, but in silver. The Royal car then returned through the bridge to one of the large workshops of the company, where a splendid lunch had been prepared. At its conclusion the healths of the Queen, Prince Consort, and Prince of Wales were given and acknowledged with almost uproarious demonstrations of loyal welcome. The Prince bowed his acknowledgments; and, almost as soon as the cheering had subsided, he himself rose to give a toast, and the deepest silence of course prevailed. "I propose," said he, and his clear voice was distinctly audible to the furthest corner of the great room, "The health of the Governor General—success to Canada and prosperity to the Grand Trunk Railway." At this the cheering was renewed with vigour, while the band struck up the beautiful melody which has become national in Lower Canada, "A la claire Fontaine." The Prince then quitted the table to receive an address from the workpeople on the railway, by whom again a tremendous reception was given. In fact, cheers seemed to tire the ear, for through the whole day they never once stopped. The Prince then passed through the workshops, where all the machines were going at full speed, with their lathe-bands decorated with rosettes, and every part of the machinery covered with little plumes and bunches of flowers, which kept whirling round like silent fireworks. Only a short stay was made here, and the Prince returned at once to his residence, and in the evening Montreal illuminated. It was one of the best and most general illuminations with which the Prince had yet been received. Every one of the streets was a perfect blaze of light, and fireworks were going off in all directions.

COLLEGE OF ST. HYACINTHE, AUGUST 29TH.

From Montreal the Prince proceeded by railway to St. Hyacinthe and Sherbrooke. At the entrance to the St. Hyacinthe College-grounds, a triumphal arch of handsome proportions had been raised. It bore the following inscription:

"*L'Intelligence, grandie par l'instruction gouverne le monde.*"

The distance between the station and the college was about a mile, and along the entire route the crowd of spectators was dense and uninterrupted. A vast balcony of verdure had been erected in front of the college which bore the following words:

"*Salut a notre roi futur!*"

and was decorated with an immense number of small flags of every colour, bearing inscriptions pleasantly and happily applicable to the occasion. His Royal Highness was received on the steps leading to the college doors by the Superior of the House, accompanied by a numerous body of the clergy of the diocese. On ascending to the College Hall, which was very handsomely decorated, a species of throne elevated upon a dais was found prepared for the Prince's use. At each end of the hall were inscriptions done in golden letters, to perpetuate the memory of the honour that day conferred upon the College. The first, facing the Prince's seat, and was as follows:

"III. *Kal*: *Septemb*: MDCCCLX."

"*Perpetuum decus, alma dies, his ædibus affers.*"

The other, above His Royal Highness' throne, was:

"*Non Anglica quondam ullo se tantum tellus jactabit alumno.*"

His Royal Highness having taken his seat,—the Governor General on his right, the Duke of Newcastle on his left—and all the clergy standing in order on either side of the hall, various municipal addresses were presented. The Superior then presented the following address of the College, which was graciously received by His Royal Highness, and handed by him to his Grace of Newcastle, who was to forward a reply by post:

May it please Your Royal Highness,—We the Directors of the College of St. Hyacinthe, feel it our duty to present to your Royal Highness a special homage of our profound respect; for it is in our House that you have deigned to stop while passing through this town. We can appreciate the high honor which your Royal Highness does to an Institution so humble and so destitute of all that is capable of exciting interest, and we recognise in the condescension which you this day extend to this College, a striking evidence of the importance which you attach to Education, the source of such noble enjoyments to the recipient, and the means so powerfully promotive of the

prosperity of society. It is a solemn example that your Royal Highness gives to the young students of Canada, and one which, as our fortunate pupils come to appreciate the value of the studies to which they devote themselves, they will know how to profit by, when they reflect that the abode where they are taught was once visited by the son of their august Sovereign, a prince who will one day be their king, wielding one of the most powerful sceptres of the earth. The presence of your Royal Highness in this Institution, often recalled to remembrance by the strong feeling of joy and of honor which it excites to-day, will produce in them a fervent love of learning, and more so as, from what they hear and from what they see of the eminent qualities to which such homage is paid—homage to the august dignity, and also to the person of your Royal Highness,—they feel all that the training of the mind through the highest education can add of splendor to the gifts of a most generous nature, and to the greatness of the noblest blood. Under this impulse, long felt in this College, will be formed men who will honorably discharge the duties of life, who will be the devoted friends of that learning whose glory should be the ambition of every nation, and which sheds such lustre on noble Albion ; men who will be citizens animated by those sentiments which do honor to the British subject—respect for authority, the sure guarantee of public order ; love of liberty, which vouchsafes the rights of all ; and that public spirit which prompts men to devote themselves to the glory and the prosperity of their country. Religion which, by sanctifying elevates all, will contribute to develop these sentiments, and above all an unswerving loyalty to the authority that governs. The British Crown has the sublime motto, "Dieu et mon Droit." By teaching our pupils to fear and honor God, we instruct them in the respect due to authority. For God creates Kings, and calls them His ministers. May your Royal Highness deign to receive this assurance of our fidelity and of our most dutiful devotion to Her Majesty, our Most Gracious Sovereign, and to the august Heir of her Throne, and at the same time the homage of our profound gratitude for the great favor which has been extended to us ; and may your Royal Highness retain the thought that, thanks to the principles which are inculcated here and the encouragement received this day, our pupils may henceforth repeat as a rule of life, the words engraved upon your Arms—"Ich Dien," I serve—I serve my God, I serve my King, I serve my Country.

BISHOP'S COLLEGE UNIVERSITY, LENNOXVILLE, AUGUST 29TH.

At Sherbrooke, the following address was presented : "May it please your Royal Highness,—We, the Vice-Chancellor, Principal, Professors and other members of the University of Bishop's College, Lennoxville, having received our charter privileges as a University, by the gracious act of our beloved Queen, respectfully ask leave on this occasion of your Royal Highness' visit to Canada as representative of her Majesty,—and heir apparent to the throne,—to express our gratitude for the same, and our veneration for the person, and loyalty to the Crown and authority of our sovereign. Having arrived here fresh from a course of study at the most ancient university in England, your Royal Highness can well appreciate the advantages of such institutions, and the effects they are calculated to produce upon the character of the people. As far as our limited means and opportunities will enable us, in these days of the infancy of our University, it will be our endeavour to promote sound learning and true religion amongst the inhabitants of this province, and to train up the rising generation in feelings of affection for the Mother country, and loyalty to their Sovereign, so that whenever it shall please Almighty God that your Royal Highness shall succeed to the resposibilities and greatness of the imperial throne of England, we may hope that you will find in these noble transatlantic possessions, hearts as true and loyal to you as they now are to your august mother, her Most Gracious Majesty Queen Victoria, whom God preserve."

ST. FRANCIS' COLLEGE, RICHMOND, AUGUST 29TH.

An address from the authorities of the St. Francis College, of Richmond, was also presented by the Right Hon. Lord Aylmer, who resides in that neighbourhood, and takes a warm interest in the College. We are unable to procure a copy of this address. Replies were to have been forwarded to these addresses by post.

THE PRINCE AT OTTAWA, AUGUST 31ST.

One of the principal objects of the visit of the Prince of Wales to Canada was to lay the foundation stone of the new Parliament Buildings at Ottawa. The Prince therefore left Montreal on Friday the 31st of August, by steamboat and railway for the new capital of Canada. The correspondent of the *Montreal Gazette* thus sketches the approach to Ottawa :—It was near sunset when the Prince's steamer *Phœnix* neared the mouth of the Gatineau. And a glorious sunset it was ; but the beauties of the scenes through which we had been passing were as nothing when compared with the glories of the declining sun bursting through and lighting up the heavy masses of cloud which still hung in the sky. All were charmed into almost silent admiration. Just as the brighter tints began to fade, some steamers from the city hove in sight—one, two, three, four, five, six, one after another, came sailing down towards us, crowded with excursionists, cheering as we neared and passed them. And now were visible the headlands about the city, on which were clustering thick black swarms of loyal subjects. And here beside us on each side of the river, seventy or eighty of a side, are gathered the fleet of bark canoes, filled with Indians and lumbermen decked out in trousers and red or blue shirts. As we reach them they toss their paddles and cheer as we had heard none but sailors cheer before. Then a horn sounds, their paddles dash into the water ; they dart out from their rendezvous : our engines are slowed and they come on in two converging lines two ends resting on the shores or places of rendezvous, the other two meeting at the Phœnix. Back of her and between the divergent ends of these lines were clustered the six excursion steamers. The scene was most brilliant and exciting. The Prince and his suite hastened to the upper deck to enjoy it, which they did most heartily. This reception by the canoe fleet was a most happy conception and very nicely executed. It was new to most of us—and all were delighted with it. And so we came to the Ottawa landing—past the falls of the Rideau and Rideau Hall and New Edinburgh where, as all the way thence up to the landing the high banks were crowned with people. The landing itself was prettily carpeted with red cloth with flags and streamers flying from a little grove of poles with nicely arranged stands for spectators and all as it should be. Mayor Workman came down arrayed in purple and fur gown, with golden chain of office, to receive the Prince. As he landed the Volunteer battery fired a Royal salute, and a volunteer guard of honor and escort were in attendance. At the first arch in the line of procession through Ottawa, the school children were assembled, and who, despite rain and increasing darkness, heartily sang the National Anthem as the Prince passed in his carriage.

LAYING THE CORNER STONE OF THE PARLIAMENT BUILDINGS, SEPTEMBER 1ST.

At eleven o'clock His Royal Highness proceeded from his residence to lay the foundation stone of the Parliament Buildings. A large and handsome gothic arch had been built at the entrance to the grounds, and inside at the spot where the ceremony was to take place there was a gothic canopy, immediately in front of which and over the stone was a gigantic crown Upon the summit of the hill, near the flagstaff, and but a few yards from the perpendicular bank, overlooking the Ottawa, stood the dais, erected over the chief corner stone of the great octagonal library tower. Seats were ranged upon both sides of it, which were already well filled with ladies, notabilities and distinguished strangers. The dais itself was a very pretty object, as seen from the slope below, with its white tent top, red carpet and gorgeous chair of state. At the back was a fine picture of Her Majesty, belonging to the County Court House, and beside it hung a large picture of the proposed Parliament Buildings. The Prince came up the slope, attended by the Governor General and the Duke of Newcastle, the Earl of St. Germans, General Bruce, General Williams, Lord Mulgrave, Sir Allan McNab, Col. Tache, Major Teesdale and Captain Grey (the Prince's equerries) who took up their position in a semi-circle, in which the Prince was the principal figure—their Aides, in scarlet prolonged the line on one side ; the Canadian Ministers, in blue and gold uniform, were on the other. The actual ceremony was commenced by the reading, by the Rev. Dr. Adamson, Chaplain to the Legislative Council, of the following prayer :—"Prevent us, O Lord, in all our doings with thy most gracious favour, and further us with thy continual help, that in all our works, begun, continued and ended in Thee, we may glorify thy holy name ; and finally, by thy mercy, obtain everlasting life, through Jesus Christ our Lord. Amen. Our Father which art," &c., &c.

Then the Prince and the chief members of his suite advanced to the stone. It was of beautiful white Canadian marble or crystallized limestone, brought from Portage Du Fort ; and on it was the simple inscription :—"This corner stone of the building intended to receive the Legislature of Canada, was laid by Albert Edward, Prince of Wales, on the 1st day of September, 1860." It was suspended from the centre of the great crown previously mentioned, by a pulley running round a gilded block, under it was a similar cube of the white Nepean limestone, with which the future building is to be faced, within a cavity of which was placed a glass jar, which the Governor General received from the Hon. Mr. Cartier. In the jar was a parchment scroll, inscribed thus :

"The foundation stone of the House of Parliament, in the Province of Canada, was laid on the 1st day of September, in the year of our Lord, 1860, in the twenty-third year of Her Majesty's reign, at the city of Ottawa, by H. R. H. the Prince of Wales."

This bottle also contained, on parchment, all the names of the members of the Legislative Council, the names of all the members of the Legislative Assembly, the names of all the members of the Government of Canada, the names of the Architects, Contractors, &c. There was also placed in the bottle a collection of coins of Great Britain and of Canada, gold, silver, and copper. After the usual preliminary, H. R. H. gave the finishing touch with a silver trowel, on the back of which was engraved a view of the future building, and on the front a suitable historical inscription. Then the stone was slowly lowered, the Prince gave three distinct raps with a mallet, and the Rev. Dr. Adamson read this prayer:

"This corner stone we lay in the name of the Father, and of the Son, and of the Holy Ghost, and may God Almighty grant that the building thus begun in His name, may be happily carried on to its complete termination without injury or accident—and that when completed, it may be used for the good of the Province, the glory of our Queen, the happiness of our Prince, and the good government of the people, Amen."

The Architect then applied the plumb, the Assistant Commissioner of Public Works the level, His Royal Highness struck it with the mallet three times, and His Excellency proclaimed that His Royal Highness declared it duly laid. Thus it was Her Majesty's heir set seal to Her Majesty's decision respecting the seat of government. Three cheers were immediately given for the Queen, three for the Prince of Wales, and three for the Governor General. The band played the national anthem, and the artillery fired a royal salute. The ceremony being thus concluded the picture was removed from the back of the dais, revealing a doorway out to the margin of the hill. The Prince and his suite passed out to look thence over the wide prospect spread out before them up and down the Ottawa.

SCHOOL CHILDREN AT BROCKVILLE, SEPTEMBER 3RD.

From Ottawa the Prince proceeded by river and railroad, *vid* Arnprior, to Brockville, where he arrived late in the evening. The following verses, in addition to the "National Anthem," were prepared for the children's reception of the Prince, by the Chairman of the Brockville Board of School Trustees:

Lord, grant the Prince may be,
Grounded in love to thee,
In all his ways.
Lighted by Heaven's rays,
May he so guard his ways,
To earn a nation's praise,
God bless the Prince!

O Lord, with thy right arm,
Shield thou our Prince from harm;
Long may he live!
May he in honour's cause,
May he in virtue's laws,
Ever lift up his voice—
God bless the Prince!

THE PRINCE AT KINGSTON, SEPTEMBER 5TH.

Although no College Address was presented to the Prince at Kingston, a deputation from the University of Queen's College attended on board the *Kingston*, along with the Synod of the Presbyterian Church; and a "University Ode," composed by Mr. John May, a graduate, on the occasion of his Royal Highness' visit to the Province, was, with His Royal Highness' permission, presented by Professor Williamson, Chairman of the Senate, and was graciously received by the Prince.*

THE PRINCE AT BELLEVILLE, SEPTEMBER 5TH.

Heartfelt regret was generally felt that the Prince did not land at Belleville; but a deputation of 300 waited upon him at Toronto, and presented to him, by the hands of Dr. Hope, the Mayor, a touching and beautiful address, from which we extract a few passages:

From earliest infancy we have been taught to regard our title to the time-honoured name of British subjects as a heritage dear to us as life. We feel deeply humiliated, and we pray Your Royal Highness, by forgetting the circumstances alluded to, to enable us again to exult in the unfolding of that flag around which cluster the historic glories of ten centuries. Do not leave Canada without testifying, in some way, the faith of Your Royal Highness in our devotion—without bearing home to Your Royal Mother, our beloved Queen, the assurance that, notwithstanding the unfortunate events of the sixth September, Her honor and Her interests—reverential love for Her person and Crown—pride in the power and glory of Britain, and an undying determination to preserve the integrity of the Empire, are most dear to us. We entreat Your Royal Highness, if possible, again to visit Her Majesty's loyal subjects in Belleville, and to relieve us from the unhappy position in which we are placed, thus restoring to us the right to feel that we are in the opinion of the world, but more especially in the sight of Your Royal Mother, and Your Royal Highness, lovers of peace and order, and loyal British subjects.

Extracts from the Prince's reply:

GENTLEMEN,—It gives me the most sincere pleasure to receive this very numerous and influential Deputation from Belleville, and to hear from your lips the assurance and explanation contained in your address. My engagements to other places will not admit of such a change as to return so far eastward would necessarily entail, and I cannot break faith with those who have so kindly made preparations to receive me, and it causes me real sorrow to leave Kingston and Belleville behind me unvisited, but I will not fail to inform the Queen of your protestations of loyalty and devotion, nor to add my own conviction of their entire sincerity.

THE PRINCE AT COBOURG, SEPTEMBER 6TH.

The Prince reached Cobourg late in the evening, by the steamer *Kingston*, from Belleville, and was most enthusiastically cheered. Amongst the numerous handsome decorations of the town of Cobourg, there was erected by the authorities of Victoria College, at the junction of Seminary and College Street close to the gateway of the University grounds a substantial and very beautiful triple arch. The archway was about six feet deep, and the whole structure being thickly covered with evergreens, presented a very ornamental appearance. The three arches were each surmounted with a crown, from which sprung a flagstaff. Over the centre floated the ensign of Britain, supported on each side by a banner of St. George. Over the arches on the western front ran the following appropriate superscription in white letters:

"*Univ. Coll. Victoriæ filium Victoriæ Salutat!*"

This front of the arch was also most tastefully adorned with flowers, and over the centre of the middle arch was displayed the crest of His Royal Highness. The whole arch was beautifully proportioned and finished with excellent taste and skill by the students of the College, after a design by J. H. Dumble, Esq. Besides the College arch, there was, at the foot of College Street, the Grammar School arch, erected under the superintendence of Captain Borradaile. It consisted of a large arch springing from arched supports which present a very solid appearance. The main arch was crowned with a triangular pediment. Bats, balls, and other cricketing symbols interspersed with various Latin mottoes, formed the peculiar characteristics of this arch. The mottoes read as follows:

"*Hæc olim meminisse juvabit.*"

"*Sensere quid mens rite quid indoles. Nutrita faustis sub Penetralibus. Posset.*"

"*Tuque dum procedis, Io Triumphe!*"

UNIVERSITY OF VICTORIA COLLEGE, COBOURG,* SEPTEMBER 6TH.

At the levee, on his arrival at Cobourg, the following address, among others, was presented by President Nelles, to the Prince:

"May it please your Royal Highness,—We, the Senate, Alumni and Students of the University of Victoria College, present to your Royal Highness our loyal greetings and most cordial welcome. The visit of your Royal Highness to this humble seat of learning will ever be remembered by us with gratitude and pride, and the annual recurrence of the day, celebrated with festivity and joy, will enable us to give renewed expression to those feelings of devoted attachment to the British Throne, which it is our duty and happiness to cherish. Our infant University cannot boast of architectural grandeur or princely endowments, but we may refer with pleasure to the fact that, although established and chiefly sustained by voluntary contributions, she was the first university in actual operation in this colony, while she is, we believe, second to none in the number and character of her graduates. Founded as our institution is by Royal charter, and honoured with the name of our illustrious and noble Queen, we desire that loyalty, patriotism, and religion may unitedly animate the education imparted within her walls, and that the study of the unrivalled literature of our father-land, combined with the teachings of the great masters of Greece and Rome, may render Canadian youth not unworthy of their Saxon origin and language. We implore upon your Royal Highness the Divine blessing. May you live to become the Sovereign of this great Empire, and may your reign be as happy and benign as that of your august and revered Mother."

The Prince's Reply.

"GENTLEMEN,—Accept my thanks for an address which, proceeding from the Senate and Students of a College which bears the name of the Queen, my mother, and is devoted to the education of

* For the Prince's gift of $800 to this University, see page 144.

* From the address of the Town Council which was read to His Royal Highness by the Mayor, John Beaty, junior, Esq., M.D., we gather the following interesting particulars. "With no small degree of pride we advert to the fact that our town, forty years since, was called Cobourg, in honour of the first union contracted between paternal house of your Royal Highness and the Royal Family of Great Britain; and with profound pleasure we now do homage personally to the Prince of Cobourg. Nearly twenty years since the College which adorns our town was named Victoria,* in honour of the then Royal Princess, who has since won the unbounded love of her subjects and the admiration of the world, by the unrivalled virtues which adorn her character as Sovereign and Mother." Upper Canada Academy was founded in 1832, and erected into a University College in 1841 For the Prince's gift of $800 to the College, see page 144.

* The Queen ascended the throne in 1837,—four years before the Academy was erected into a College.

the youth of this Province, affords me peculiar pleasure. I wish your University every success, and earnestly hope that in future years it may spread the blessings of a sound education to the rapidly increasing population in the midst of which it is erected."

THE PRINCE AT PETERBORO', SEPTEMBER 7TH.

The Prince arrived by railway from Cobourg, and drove in procession to the Court House grounds. Here he alighted from his carriage, and, with his suite, ascended the dais. As soon as he appeared on the platform, the thousand school children who occupied the seats immediately in front, and who were most neatly dressed, sang the "National Anthem," to which had been added the following appropriate verse:

Grant, Lord, our fervent prayer,
Still for old England's heir,
Thy love evince.

Watch o'er his early days,
Guide him in wisdom's ways,
So shall he sing Thy praise,
God save the Prince!

The singing was very good indeed, and the appearance of the children most commendable. The Prince and those with him semed much pleased, and soon left for Port Hope and Toronto.

THE PRINCE AT TORONTO, SEPTEMBER 7TH.

The Prince reached Toronto on the steamer *Kingston*, from Whitby, late in the evening, and was received with the greatest enthusiasm. Immediately after the presentation of the address on the dais of the amphitheatre at the foot of John Street, Mr. Carter gave the signal for the children's welcome to the Prince. This they responded to by uniting their 5000 voices in singing the grand old "National Anthem," in a manner which had never before been equalled in Toronto, and which brought the tears to many an eye unused to such emotion. (The Prince himself was so deeply touched by the scene, that he requested Mr. Carter to favour him on another day with a repetition of the anthem, which was accordingly done.) The procession then defiled before His Royal Highness, and greeted him with hearty cheers. The second division of the procession, including the various Educational Institutions, was arranged in the following order:

The Toronto Grammar School.
The Officers and Members of Boards of School Trustees.
The Normal and Model Grammar Schools.
The Officers of Educational Department and Council of Public Instruction.
Upper Canada College.
The University of Trinity College.
The University of Toronto, and University College, with other Affiliated Colleges and Institutions.

One of the most prominent divisions of the procession, was that composed of the students of Upper Canada College and the members of the University of Toronto and the University of Trinity College. By notice those connected with the former University met in the grounds of the Upper Canada College at 2½ o'clock P.M., and soon after 4 o'clock, preceded by a large number of the College Boys, marched to the foot of John Street and took their stand to the west of the amphitheatre. About the same hour the members of the University of Trinity College met at the rooms of the Church Society on King Street and proceeding to Front Street, occupied their station near those of the Toronto University. In the formation of this division of the procession the College Boys led the way, way, followed by the members of Trinity College, and closing with the students, spectators, and Faculty of the University of Toronto. As the procession came upon any striking illumination, or other circumstance possibly capable of moving boys of the known vocal powers of those of Upper Canada College, cheers broke forth from the throats of these hopes of the next generation, which, being taken up by the older members of the Universities, swelled forth loudly in warm applause for the welcome son of our honoured Sovereign.

UNIVERSITY OF TRINITY COLLEGE, SEPTEMBER 8TH.

After the presentations at the levee, on Saturday morning, the following address was presented to His Royal Highness:

"May it please your Royal Highness,—We, the Chancellor, Masters, and Scholars of the University of Trinity College, Toronto, beg to express to your Royal Highness our heartfelt congratulations on the occasion of your visit to this Province, and our grateful sense of the kindly interest which you have thus discovered in the welfare of the colony. While we gladly recognize the many obligations under which we lie, in common with all our fellow-subjects in this Province, to loyal attachment to the Throne of Great Britain, and to its present most gracious occupant, it is our especial duty to acknowledge the distinguished favour which Her Majesty the Queen has conferred upon us, by conveying to us, under her Royal Charter, the full privileges of a University. Her Majesty, in that charter, has been pleased to declare her willingness 'to promote the more perfect establishment within the Diocese of Toronto of a College in connection with the United Church of England and Ireland, for the education of youth in the doctrines and duties of the Christian religion as inculcated by that Church, and for their instruction in the various branches of science and literature which are taught in the Universities of this kingdom.' It will ever be our pride, as it must ever be our duty, faithfully to execute the trust thus graciously confided to us, both by the inculcation of sound religious principles, and by the communication of all useful secular learning. In attempting to discharge this duty, we are assured that we can propose to ourselves no better model than that of the ancient Universities of England, with the studies of one of which your Royal Highness is already familiar, while we learn with satisfaction that it is your design to form a like intimate acquaintance with the other. It will be our aim, by the blessing of Almighty God, to perpetuate in this colony that spirit of old English faith and loyalty, by which the members of our communion have ever been distinguished at home, and by which we trust that they will still be recognised in every land in which our Church is planted under the protection of the British Crown."

The Prince's Reply.

"Gentlemen,—I thank you sincerely for the expression of loyalty and attachment to the British Crown contained in your address, and for the welcome you have given me to this city. The institution from which the address proceeds is one of the utmost importance to the colony, inasmuch as it is destined to train those to whose care are committed the spiritual interests of the members of the Church of England. I know the difficulties under which you have laboured, and sincerely hope that you may successfully surmount them."

During the illumination on the night of the Prince's arrival, Trinity College was beautifully decorated with Chinese and Japanese lanterns, and a very large star in Cremorne lamps beautified the structure. The effect was very fine indeed.

THE PRINCE AT COLLINGWOOD, SEPTEMBER 10TH.

From Toronto the Prince proceeded to Collingwood, where the school children welcomed him by singing "God Save the Queen." He was well received at every railway station along the route.

UNIVERSITY COLLEGE AND UNIVERSITY OF TORONTO, SEPT. 11TH.

At one o'clock His Royal Highness visited the University Buildings, and was received at the principal entrance by the Chancellor, Vice-Chancellor, President of University College, and other members of the Senate, and conducted to the Convocation Hall. At the north end of the hall upon the dais, was a beautifully executed chair, for the use of the Prince, with a plume and the letters "A. E." worked thereon in maple. Seats were also provided for the Duke of Newcastle, the Earl of St. Germans, His Excellency the Governor General, and other members of the Prince's suite. On the wall, at either side, were arranged heraldic shields, while on the wall over the gallery at the other end of the hall, meeting directly the view of His Royal Highness, were inscribed the words

"*Imperii spem spes Provinciæ salutat.*"

Meaning that the hope of the Province salutes the hope of the Empire. On the dais, to the right and left of the throne, stood members of the Senate, the Professors of University College, and other gentlemen.

As the Prince entered the hall, the students, who were arranged on both sides of the aisles, in the order of their rank, gave him three cheers. The hall and gallery was filled with elegantly dressed ladies who waved their handkerchiefs, the Prince very graciously bowing.

The Chancellor, after a short pause, advanced and read the following address:

May it please your Royal Highness,—We, the Chancellor, Vice-Chancellor, Senate and Graduates of the University of Toronto, and the President, Council and Members of University College, desire to welcome your Royal Highness with loyal and dutiful respect on your visit to the Capital of Upper Canada, and gladly avail ourselves of this auspicious occasion to renew the assurance of our devoted loyalty to the Queen, and to express our grateful appreciation of the manifold blessings which we enjoy under Her Majesty's benign sway. Fresh from the advantages of England's most ancient University, your Royal Highness now honors with your presence the Academic Hall of this young Province. The pleasures and profit united in the purest of Collegiate studies have already been enjoyed by you, and we doubt not that our efforts to extend the same educational privileges among our Canadian youth will command your sympathy. Framed as our system is upon the model of the Institutions of our Mother Country, while adapted in its details to the special wants of this portion of the Empire. To this great work, which involves the intellectual advancement of Canada, our best energies have been directed. By its means the first advantages of

liberal culture, and Academic honors and rewards are placed within the reach of all who are prepared to avail themselves of their untrammelled facilities; and under the Divine blessing our exertions have already been crowned with such success as encourages us to anticipate a noble future for our provincial University and College. The high gratification which we feel on welcoming in the heir of the British Crown, the destined successor of our Royal founder, is specially enhanced to us by the consideration that, alike by study and travel, your Royal Highness is being trained for the duties of the exalted position you are born to occupy. In these halls, devoted to the training of the youth on whom the future hopes of Canada rest, we welcome you as the hope of this great Empire. We rejoice to recognize in our Prince the promise of qualities which will render him worthy to inherit the Crown of our beloved Queen, whose virtues are associated with the glories of the Victorian era, and whose sceptre is the guarantee of equal liberties enjoyed in this, as in every Province of her world wide dominions.

The Prince's Reply.

Gentlemen,—I rejoice to receive the assurances of your loyalty to the Queen and your appreciation of the blessing enjoyed under her sway by every portion of her Empire. I am at this moment a member of a more ancient University, but I am not on that account the less inclined to respect and honor those whose efforts are directed to the spread of knowledge and learning in a young country. I sympathize heartily with the efforts which you are making on behalf of science and literature. I believe that much depends on your exertions, and I earnestly hope that the best evidences of the successful exertions of the University of Toronto may hereafter be found in the progress and prosperity of Canada.

It was then moved by the Vice-Chancellor, seconded by the Rev. President of University College, and resolved: "That His Royal Highness, Albert Edward, Prince of Wales, be admitted to the standing of a student of the second year in the University of Toronto." The resolution was carried with loud acclamations.

UPPER CANADA COLLEGE, SEPTEMBER 11TH.

After the Prince had enrolled his name in the University books, the Principal and Masters of Upper Canada College advanced and read their address, as follows:

May it please Your Royal Highness:—We, the Principal and Masters of Upper Canada College, beg to approach your Royal Highness with sentiments of devoted loyalty to Her Most Gracious Majesty the Queen. The Institution with which we are connected is amongst the earliest of the educational benefits conferred upon this Province by the enlightened liberality of your illustrious relative, His Majesty King George IV. Established in 1829 by Royal Charter, Upper Canada College has since continued to discharge a most important work in the education of many hundreds of Canadian youth, numbers of whom have been enabled, under the Divine blessing, to serve their country and the Empire with credit in various honorable positions. The Danube, the Crimea, and the still more recent battle-fields of India, stained with their life-blood, have witnessed the daring and devotion of Upper Canada College boys; and among the officers of that Regiment, which boasts your Royal Highness' name, are several whose career in Upper Canada College gives promise of good service to their country should opportunity offer. It is our grateful duty and our privilege, along with the sound and religious training which characterizes the time honored Grammar Schools of England, to inculcate in our Canadian youth attachment to the land and institutions of their forefathers, and so to educate both mind and body that they may be fitting and useful members of the great Empire to which it is our pride to belong.* In those of our youth who are now passing under our care, we cannot on this happy occasion forget that we see many who are destined to take prominent parts in the future of this young country, at a time, when, in the order of Providence, your Highness shall hold the sceptre, which is now so benignly swayed by your august mother; and the recollection of this Royal visit will, we fervently trust, stamp an indelible impress of reality on the abstract sentiment of loyalty, and knit the hearts of the rising generation inseparably to the youthful heir to the mightiest Empire in the world.

The Prince and suite, on leaving the Convocation Hall, proceeded to the Library, where they were received by the boys of Upper Canada College, who occupied the galleries. On entering, three hearty cheers were given for the Prince, and three more on his leaving the Library, followed by three for General Sir F. Williams.

EDUCATIONAL DEPARTMENT, UPPER CANADA, SEPTTEMBER 11TH.

At half past three o'clock the Prince visited the Normal School building, and was received at the door by the Chief Superintendent of Education and other members of the Council of Public Instruction for Upper Canada and conducted to the Theatre of the Institution. The Students of the Normal School and the children of the Model School, boys and girls, were placed in the body of the theatre of the building, while the gallery was occupied by the general public, which had been admitted by ticket. Upon His Royal Highness entering the room the students and children and assemblage in the gallery rose, the former singing God Save the Queen, followed by three enthusiastic cheers for the Prince, who looked smilingly on and seemed delighted with the sight before him. The Prince was presented with a bouquet by a pupil of the Girls' Model School; and several bouquets were thrown upon the platform.

Judge Harrison came forward and read the following address:—May it please your Royal Highness,—The Council of Public Instruction for Upper Canada beg to unite with the many thousands of our fellow-subjects in welcoming you to a county first selected as a home by the United Empire Loyalists of America. To us, as a body, has been assigned the task of establishing Normal and Model Schools* for the training of Teachers, of making the Regulations for the Government of Elementary and Grammar Schools throughout the country, and of selecting the text-books and libraries to be used in them; while on one of our number has been imposed the duty of preparing and administering the School laws. It has been our aim to imbibe the spirit and imitate the example of our beloved Sovereign in the interest and zeal with which Her Majesty has encouraged the training of teachers and the establishment of schools for the education of the masses of Her people; and we have been nobly seconded in our efforts by our Canadian fellow-subjects at large. At the commencement of our labors in 1846, our meetings were held in a private house, the number of our schools was 2,500, and the number of the pupils in them was 100,000. At the present time we have the Educational Buildings now honored by the presence of your Royal Highness, where teachers are trained, and Maps, Apparatus, and Libraries are provided for the schools; and those schools now number 4,000, attended by 300,000 pupils. In the song and text-books of the schools, loyalty to the Queen and love to the Mother Country are blended with the spirit of Canadian patriotism, and christian principles with sound knowledge are combined in the teaching and libraries of the schools. With all our Canadian fellow-countrymen, our earnest prayer is "Long live the Queen." But whenever in the order of Providence it shall devolve on your Royal Highness to ascend the Throne of your august ancestors, we trust the system of public instruction now inaugurated will have largely contributed to render the people of Upper Canada second to no other people in your vast dominions, in virtue, intelligence, enterprise and christian civilization.

The Prince's Reply.

"Gentlemen,—The progress of Canada has excited my admiration, but there is no subject in which your efforts appear to have been more glorious than in the matter of public education. You have, I know, the assistance of an able administrator in the person of your Chief Superintendent, and I hope that the public education of Upper Canada will continue to emulate the principles of piety, obedience to law, and Christian charity among a thriving and industrious population. Accept, Gentlemen, my thanks, for the welcome now offered to me within the walls of this great and important establishment."

The pupils then sang, with fine effect, the following school song, entitled "Hurrah! Hurrah for Canada!"

Hurrah! Hurrah for Canada!
Her woods and valleys green;
Hurrah for dear old England,
Hurrah for England's Queen!
Good ships be on her waters,
Firm friends upon her shores;
Peace, peace, within her borders,
And plenty in her stores.
Then Hurrah! &c.

Right loyally we're singing,
To all nations make it known,
That we love the land we live in,
And our Queen upon her throne.
Long may the sons of Canada
Continue as they've been,
True to their native country,
And faithful to their Queen!
Then Hurrah! &c.

The Prince having returned his acknowledgments and expressed to Dr. Ryerson the pleasure he experienced, was conducted to the Council Chamber, the Library and Map Depository, the Museum and other portions of the building. In the Library the members of the Council were severally introduced to him, and he there signed his name "Albert Edward P." in a neat, legible, pointed hand. The Duke of Newcastle, the Earl of St. Germans, Sir Edmund Head, General Bruce, General Williams, and other members of the Prince's suite, also signed their names in the book. His Royal Highness expressed himself much pleased with the various specimens of philosophical instruments, maps, and globes, of Canadian manufacture, which were shown to him. The Duke of Newcastle, who is Chairman of a British Commission on Education, made many enquiries, and requested Dr. Ryerson to furnish him with some written information on the subject. On a previous evening, Major General Bruce and Lord Lyons also visited the Institution, and

* For the Prince's gift of $800 to these Institutions, see page 144.

made many enquiries. After remaining in the building for upwards of an hour, the Prince took his departure, amidst the deafening cheers of the assembled crowd, and ejaculations of love and admiration for His Royal Highness.

ILLUMINATION OF THE EDUCATIONAL DEPARTMENT BUILDINGS.

On the night of the Prince of Wales' arrival, writes the *Colonist*, this handsome building presented one of the most beautiful spectacles it is possible to conceive, and the illuminations and decorations perhaps exceeded, in taste and novelty of design, any other in the city. First of all there was a flag-post, 90 feet above the cupola, suspended from which was the Union Jack, proudly floating in the breeze. On either side waved the ensigns of St. George, St. Patrick, and St. Andrew. Placed within the cupola was a bust of Her Majesty Queen Victoria, underneath a canopy trimmed with crimson cloth. Surrounding the cupola were large globes, with a number of reflectors attached, to reflect the profile of Her Majesty. At the top of the cornicing, and in the centre of the building, was a large Crown, supported by the letters "V. R." The four Ionic columns in front, facing Gould Street, were decorated with variegated lamps running up the whole length of the pillars. On each recess of the building were placed the shields representing England, Ireland, and Scotland. From the front of the roof were suspended a number of Chinese lanterns of various colours and designs. Beneath the Crown, in the centre, was the coat of arms, in tasteful relief, belonging to the Educational Department for Upper Canada. It was prepared by Mr. May, the Clerk of Libraries, and reflected much credit upon that gentleman, for it would be a difficult matter to conceive anything more tastefully executed. It is presumed the coat of arms is sufficiently well known that we need not give a full description of it here.* Suffice it to say, that when illuminated it looked grand. The words *Religio, Scientia, Libertas*, were well displayed; and the cornucopia, with its overflowing fruit, presented a very pretty appearance. On each side of this was a transparency, painted on glass, of the Prince of Wales' coat-of-arms. In the front recesses were the words, "Welcome to Canada!" and "Long live our Prince!" in large letters, encased in various coloured glass. Both the right and left wings of the building were adorned with the Prince of Wales' plume and the letters "A. E." in coloured glass, on either side. The whole of the building was neatly festooned, and in such a manner as not to hide the beauty of the architecture. The whole of the windows looked brilliant, in which there were no less than 1,200 transparencies, chiefly of the rose, shamrock, thistle, and maple leaf, most exquisitely done.

KNOX (THEOLOGICAL) COLLEGE, SEPTEMBER 11TH.†

After leaving the Normal School, His Royal Highness proceeded to Knox College, where he received the following address: "May it please your Royal Highness,—We, the Principal, Professors, and other members of the Senate of Knox (Theological) College, beg leave to offer our cordial congratulations on your Royal Highness' visit to this part of Her Majesty's dominions. We gladly embrace the opportunity which it affords of testifying our dutiful regard for our gracious Queen and the Royal Family, and our appreciation of the protection we enjoy under the shield of British law in the prosecution of our literary and religious labours. We assure your Royal Highness of the one sentiment of loyalty to the British Crown, which animates alike teachers and pupils in the Institute we preside over. We trust we shall aim at making some fit return for the invaluable civil privileges afforded to us by Divine Providence, by training the youth committed to our charge, in such sound religion and moral principles as may qualify them to diffuse among others the knowledge of that righteousness which exalteth a nation. Accept the expression of our fervent wishes for your Royal Highness' protection by sea and land, and of our earnest hopes that the visit you now make to these parts of the world, may be no less gratifying to our Royal Visitor than it is fitted, we are persuaded, to strengthen the ties that bind us all to the British Throne, and to subserve your Royal Highness' preparation for the high ulterior functions to which Divine Providence may one day call you."

The Duke of Newcastle's Reply:

"Sir,—I have the honour to convey to you the thanks of His Royal Highness the Prince of Wales, for the address presented to him by the Principal, Professors, and other members of the Senate of Knox College.—I have the honour, &c., NEWCASTLE."

Dr. Willis, with such of the Senate as were present, conducted His Royal Highness to the Library. The Prince recorded his name in the Visitor's Book, after the Principal had stated in concise terms the history of the institution. Referring to the Address presented to His Royal Highness on Saturday, Dr. Willis said that their young college had little to shew; but it had already trained nearly one hundred scholars for the sacred office of the ministry.

THE PRINCE AT GUELPH, SEPTEMBER 12TH.

On his way to London, the Prince was received at Guelph as enthusiastically as at other places. On his arrival at the railway station, the children of the public schools sang the "National Anthem," including the following verse at the close:

Crown with each kingly grace,
Wisdom and righteousness,
Our youthful Prince.
Strong in the nation's might,
May he defend the right,
Turn all his foes to flight,
God save the Prince.

THE PRINCE AT BERLIN, SEPTEMBER 12TH.

At Berlin where the Prince was also cordially received, a loyal address in German was presented to him. He had no written reply prepared, but he at once made a verbal reply in German, thanking the German people most affectionately for their kind wishes and address.

THE PRINCE AT LONDON, SEPTEMBER 12TH.

As the procession in London advanced through the public streets, the royal carriage stopped in the centre of the semi-circular erection that had been built for the children of the public schools Here the little ones to the number of three thousand, commenced cheering and waving their handkerchiefs, and when the Royal carriage was drawn up in front of them, struck up the "National Anthem" in good style. This was one of the most interesting sights of the day, and doubtless will be long remembered by His Royal Highness, as by the juvenile vocalists themselves. The departure of the Prince, like his arrival, was the signal for loud cheering on the part of the youngsters, and their little voices seemed to vie with each other in doing honour to their Royal visitor.

THE PRINCE AT SARNIA, SEPTEMBER 13TH.

Arrived at Sarnia, the Prince left the cars and walking along the scarlet cloth on the platform, he reached one of the prettiest pavillions he had yet seen. Around it about 5,000 people were seated, including 200 Indians from the Manitoulin Islands. The Indians were real red savages, majestic in mien painted as their faces, adorned with hawks' feathers and squirrels' tails as to their heads, with silver ornaments in their noses, moccasins on their feet, and many of them ignorant of English. One of them a magnificent man named Kan-wa-ga-shi, or the Great Bear of the North, advancing to the front, stretching out his right hand, yelled out an Indian Address to the Prince, which was translated to him by the Indian interpreter, who, as the red man finished each phrase and folded his arms, gave the meaning of what was said. The whole harangue was as follows:

BROTHER, GREAT BROTHER,—The sky is beautiful. It was the wish of the Great Spirit that we should meet in this place. My heart is glad that the Queen sent her eldest son to see her Indian subjects. I am happy to see you here this day. I hope the sky will continue to look fine to give happiness both to the whites and the Indians.

GREAT BROTHER,—When you were a little child your parents told you that there were such people as Indians in Canada, and now, since you have come to Canada yourself, you see them. I am one of the Ogibeway chiefs, and represented the tribe here assembled to welcome their Great Brother.

GREAT BROTHER,—You see the Indians who are around you; they have heard that at some future day you will put on the British Crown and sit on the British Throne. It is their earnest desire that you will always remember them.

The Prince replied verbally that he was grateful for the address; that he hoped that the sky would always be beautiful, and that he should never forget his red brethren.

As each phrase was interpreted to the Indians, they yelled their approbation—the sound they uttered seeming like "nee wugh."

Then the name of each Indian was called out by the interpreter from a list handed him by the Governor General, and each one advanced in turn. Some had buffalo horns upon their heads; some had snake skins around their waists, embroidered with colored grass or porcupine quills. The Chief shook hands with the Prince and the Governor, the others bowed, and to each his Royal Highness gave a medal with the likeness of Her Majesty on one side—the royal arms on the other. The Chief's medals were as large as the palm of your hand—the other Indians received smaller ones, the size perhaps of half-crowns. Then the red men brought forward a box and gave it to the Prince. It contained a tomahawk, bow and

* The arms of the Department are given on the first page of this *Journal*.
† For the Prince's gift of $800 to this Institution, see page 144.

arrows, wampums, pipes of peace and other Indian curiosities. His Royal Highnes graciously received the present. When the Prince left for London the Indians were all drawn up in a line as the royal train moved away. They yelled a farewell whoop, and a salute was fired.

CANADIAN LITERARY INSTITUTE, WOODSTOCK, SEPTEMBER 14TH.

From London the Prince proceeded by rail to Woodstock (on his way to Niagara Falls,) where, among other addresses, he received the following from the Baptist Literary Institute, which was read by the principal, the Rev. Dr. Fyfe.

"May it please your Royal Highness:—We, the Principal and Trustees of the Canadian Literary Institute beg leave heartily to congratulate your Royal Highness on your auspicious visit to this Province. The Institution which we represent is designed to impart a higher academic education both to males and females, and also to educate young men for the ministry, in connection with the Baptist denomination. Our enterprise is yet in its infancy, but we deem it a happy event in our history that we thus early in the progress of our work have so favourable an opportunity of expressing our devoted loyalty to our beloved Sovereign, your royal mother, and our firm attachment to British connection. Our prayer and hope are that you may be graciously preserved throughout your extended journey, and that you may ever be enabled to recall with pleasure your visit to Canada, where your presence has gladdened so many loyal hearts."

The Prince's Reply.

"Gentlemen,—I thank you sincerely for the address which you have presented to me. In the Queen's name I acknowledge the expressions of your loyalty to Her Crown and Person; and for myself, I am grateful to you for this welcome given to me by your society."

THE PRINCE AT QUEENSTON HEIGHTS, SEPTEMBER 18TH.

Shortly after eleven o'clock, the Prince arrived from Niagara Falls, to receive an address from the veterans of 1812, and to lay the cornerstone of an obelisk on the spot where the gallant Sir Isaac Brock fell. Most of the veterans were dressed in the quaint uniforms of their time. They were all old men, with hair bleached by sixty and seventy winters. About this time, near half a century ago, many of them had left their homes and families to meet the foe upon the border. Since then three kings have reigned and died in England; the present monarch—a Queen—beloved all over the earth, has sat on the throne for nearly a quarter of a century, and her son was waiting to receive them on those heights won by their valour and rendered sacred by the blood of their comrades.

On the south side of the monument, a platform was erected, on which the Prince was to receive the address. Immediately at the foot of it were collected the heroes of 1812; some in their old uniforms—curious old things they were—and some in plain clothes; and almost all with medals on their breasts. There were collected a few survivors of the young spirits who were the life and soul of the war: those whose names are written in the history of their country for the gallant deeds they then performed, and the high position to which they have since attained. Among them were such men as Sir J. B. Robinson, the Lord Bishop of Toronto, Judge McLean, Sir E. P. Taché, Sir A. McNab, Mr. R. Stanton, the Hon. Mr. Gordon, the Rev. Geo. Ryerson, the Hon. Mr. Merritt, Col. Kingsmill, the Hon. Mr. Dixon, Col. James Clark, Col. E. W. Thompson, Col. Duggan, Col. H. Ruttan, Col. Macdonell, and Major Wm. Cawthra. There were also other honoured names present, and a host of officers in uniform. The Hon. Messrs. Ross, Cartier, and Rose, were likewise on the platform.

As soon as His Royal Highness reached the platform, and greeted the Bishop of Toronto with a shake of the hand, and the other gentlemen present with sundry courteous bows, Sir John Beverley Robinson advanced and presented the address, to which the Prince made the following reply: "Gentlemen,—I accept with mingled feelings of pride and pain the address which you have presented to me on this spot. Pride in the gallant deeds of my countrymen; but pain for the reflection that so many of the noble band that you once belonged to have passed away from the scenes of the bravery of their youth, and from the peaceful avocations of their riper years. I have willingly consented to lay the foundation-stone of this monument. Every nation may, without offence to its neighbours, commemorate its heroic acts—their deeds of arms—their noble deaths. This is no taunting boast of victory—no revival of long-passed animosities; but an honourable tribute to a soldier's fame—the more honourable, because we readily acknowledge the bravery and chivalry of that people by whose act he fell. I trust Canada will never want such volunteers as those who fought in the last war—nor volunteers without such leaders. But no less the more fervently I pray, that your sons and your grandsons may never be called upon to add other laurels to those you have so gallantly won. In the Queen's name, accept from me thanks for your expressions of devoted loyalty."

The following is the letter of acknowledgement of the Duke of Newcastle, in answer to the address presented to His Royal Highness, on behalf of the Lower Canadian veterans of the war of 1812, by Colonel Sir E. P. Taché, Aide-de-Camp to the Queen:

"Niagara Falls, Sept. 18th, 1860. Sir,—I have the honour to communicate to you the thanks of His Royal Highness the Prince of Wales, for the loyal address presented to him by the veterans of the Militia of Lower Canada. It is very gratifying to His Royal Highness to receive these expressions of devotion and attachment to the Queen, from gallant men who, in years gone by, have deserved so well of their country. He only regrets that so few now survive to testify to their ancient spirit. His Royal Highness accepts this address with the more pleasure, because, happily, we can now look upon the deeds of our brave countrymen without any other feelings than those of friendship and regard for the nation against whom they fought. Hostility to our neighbours is buried in the plains where they struggled for victory, but the honour of each nation survives for ever.—I am, Sir, faithfully yours, NEWCASTLE."

The next part of the ceremonies consisted in the placing of a stone to mark the spot where General Brock fell. Just under the hill where the monument stands, within the limits of Queenston village, stands an ancient thorn tree, and in the shade of this an obelisk, some six or eight feet high, of handsome proportions, had been built, all but the top stone being firmly fixed. This stone, pyramidal in shape, was suspended just above its destined position. Upon one side was this inscription: "Near this spot, Major General Sir Isaac Brock, K.C.B., Provisional Lieutenant Governor of Upper Canada, fell, on the 13th of October, 1812, while advancing to repel the invading enemy." Upon the other side were the simple words: "This stone was placed by His Royal Highness Albert Edward, Prince of Wales, on the 18th of September, 1860."

The Prince, on driving to the spot, was presented by Mr. William Thomas, the architect of the monument as well as of the obelisk, with a handsome silver trowel. On the inside of the blade was a view of the monument; on the other side the words: "Presented to His Royal Highness Albert Edward, Prince of Wales, by the Brock Monument Committee, on Queenston Heights. 18th September, 1860." With this trowel the Prince spread the mortar under the stone, and it was then lowered into its position."

The royal party then drove to the *Zimmerman*, which was lying at the wharf, and embarked on the boat for Port Dalhousie, and at St. Catharines' took the cars for Hamilton.

THE PRINCE AT HAMILTON, SEPTEMBER 18TH.

The Prince was well received at Hamilton. The emotions of the people were expressed more by murmurs of delight than by loud shouts. The awnings, the windows, and the very roofs of the houses were crowded. On the stand which had been erected for their accommodation, about 2,500 children were ranged, and when the procession with the Prince drew near, their voices were raised in song, which sounded very well, and at once attracted the Prince's attention. He bowed repeatedly, and looked pleased and happy.

HAMILTON CENTRAL SCHOOL, SEPTEMBER 19TH.

During his stay in Hamilton, the Prince visited the Central School; on entering the building he was received by the trustees and teachers of the school, several of the clergymen of the city, the Rev. Dr. Ryerson, Chief Superintendant of Education, and several members of the Corporation. He was conducted through the building—which *en passant*, I may state is a very fine structure—by the Principal, A. McCallum, Esq. The Prince took a very cursory glance at the apartments—a circumstance which, though unavoidable, was not entirely pleasing to those interested. Before he left the building all the children, who were nicely dressed, sang "Welcome," a piece composed for the occasion, and "God Save the Queen," in a very fine style. As the Prince made his exit he was loudly cheered by a vast throng of persons who were congregated outside the building.

"May it please your Royal Highness,—We, the Chairman and Members of the Board of School Trustees, beg to approach your Royal Highness with our loyal and dutiful respects, and in our own name and in the name of the teachers and pupils of the several schools under our care (the highest of which you deign to honour with your presence) we most heartily and lovingly greet you on your auspicious arrival in this city, and we gratefully bid you a joyous welcome. Among the great and manifold blessings we enjoy under the benign sway of our most Gracious Sovereign, your august and honoured mother, we especially prize the system of general education established in this Province, which if matured and maintained, will soon render a good common education a young Canadian's birthright altogether irrespective of his class, colour or con-

dition, and access to the school-house the privilege of all. In all our schools together with the appropriate lessons in the great principles of religion and patriotism, loyalty and charity are kindly but affectionately inculcated, and we feel assured that the condescension of your Royal Highness in visiting this and the other schools of learning in the Province, will not only greatly encourage the work of education, but will also foster and perpetuate in the minds of the young that profound sentiment of devoted loyalty which widens the tie which binds us as a people to the British Crown, and which will hereafter strengthen the pillars of that illustrious throne which in the Providence of God you may be called upon to occupy. We gladly avail ourselves of this occasion to renew our assurance of loyalty to the Queen, and of high personal regard for your Royal Highness. May the recollection of your present extended tour be to you a source of future satisfaction, and may your further journey be prosperous and your return home safe and happy."

The Duke of Newcastle's reply.

SIR,—I have the honor to convey to you the thanks of His Royal Highness the Prince of Wales, for the Address presented to him by the chairman and members of the Board of School Trustees for the City of Hamilton.—I have the honour, &c., NEWCASTLE.

THE PRINCE'S FAREWELL ADDRESS TO THE PEOPLE OF CANADA.

It was wisely decided that the Prince's parting words to the Canadian people should be spoken in reply to an address from the managers of the Provincial Exhibition, embodying the views and feelings of all classes of Her Majesty's loyal subjects in Canada. That address was presented to the Prince of Wales in Hamilton, on the 20th of September. In his reply he referred in graceful and touching terms to the close of his mission in Canada, and to the effects of it upon his own mind. The reply is as follows :—

GENTLEMEN,—I return to you my warm acknowledgements for the address you have just presented upon the occasion of opening the fifteenth exhibition of the Agricultural Society of Upper Canada, and I take this opportunity of thanking the agriculturalists, artizans and manufacturers who are now assembled from distant parts, in this city of Hamilton. for the more than kind and enthusiastic reception which they gave me yesterday, and have repeated today. Blessed with a soil of very remarkable fertility, and a hardy race of industrious and enterprising men, this District must rapidly assume a most important position in the markets of the world, and I rejoice to learn that the improvements in agriculture, which skill, labor and science have of late years developed in the mother country, are fast increasing the capabilities of your soil, and enabling you to compete successfully with the energetic people, whose stock and other products are now ranged in friendly rivalry with your own within this vast inclosure. The Almighty has this year granted you that greatest boon to a people—an abundant harvest. I trust it will make glad many a home of those I see around me, and bring increased wealth and prosperity to this magnificent Province. My duties as Representative of the Queen, deputed by her to visit British North America, cease this day ; but in a private capacity I am about to visit, before my return home, that remarkable land which claims with us a common ancestry, and in whose extraordinary progress every Englishman feels a common interest. Before, however, I quit British soil, let me once more address through you the inhabitants of United Canada, and bid them an affectionate farewell. May God pour down His choicest blessings upon this great and loyal people !

THE PRINCE AT HARVARD COLLEGE.

President Felton, of Harvard College, has invited the Prince of Wales to visit that Institution in the course of his tour through the States. His Royal Highness has signified his intention of accepting the invitation, on the condition that the visit shall be strictly private. The compliment of a collation, even, will not be accepted.

THE PRINCE'S PLUME.

As everything pertaining to the Prince of Wales has just now more or less of public interest, we pen below a brief account of his distinctive emblem—the Prince's plume—or the three Ostrich feathers, which he bears upon his coat of arms, for which we are indebted to the researches of a correspondent of a contemporary :—

"The battle of Cressy was fought on the 26th day of August, 1349, between Edward the "Black Prince," and Philip the Sixth of France. This was the first engagement in which cannon was used. Villani says, that the English made use of 'bombards, which by means of fire, shot small balls of iron with a report like the thunder of God, causing the slaughter of the men, and the overthrow of the horses.' Edward was accompanied in this expedition by his son, the young Prince of Wales, who had just reached his fifteenth year. Lingard says : "Among the slain, the most distinguished was John, King of Bohemia. Age had not chilled in him the fire of youth ; though blind, he placed himself in the first division of the French, and as the issue grew dubious, ordered the four knights, his attendants, to lead him into the hottest of the battle, 'that I too,' said he, 'may have a stroke at the English.' Placing him in the midst of them, and interlacing their bridles, they spurred forward their horses, and were almost immediately slain.' The reader will probably consider the Bohemian monarch as foolishly prodigal of his life. By the writers of the age his conduct has been extolled as an instance of unparalleled heroism : His crest, three Ostrich feathers with the motto "*Ich dien*"—I serve,—was adopted by the Prince of Wales, and has always been borne by his successors. "The Black Prince," says Hume, "having been victorious at the battle of Cressy, was presented with the helmet of John of Luxemberg, King of Bohemia, who was slain in that field. This helmet being ornamented with a plume of three Ostrich feathers, and bearing the German motto "*Ich dien*"—I serve,—alluding to the king who served in person as an auxiliary, the Black Prince henceforward bore the feathers and motto, and they became the ensigns of the Prince of Wales."

CANADIAN HEROINE.

A respectable aged lady of this County, one of the old loyal stock, presented herself at the Clerk of the Peace's office at Niagara last week, to sign the address to H. R. H. the Prince of Wales, along with the old soldiers of 1812. The Clerk demurred to taking so novel a signature, although the lady insisted on her right, having done her country more signal services during the war than the soldiers and militiamen engaged in it. We do not give the venerable lady's name, as she might not like the notoriety ;* but we may mention, that she is the same person whose name is recorded in the history of the late war, as having observed the advance of Boerstler's American army towards the Beaver Dams, and the male part of her family being all away on duty, hastened on foot in the night, through woods and by-ways to the British head quarters, a distance of fifteen miles, and gave information that led to the attack on Boerstler, and the capture of himself and all his forces, a piece of very important service at that time. We say that brave, loyal old lady ought not only to be allowed to sign the address, but she deserves a special introduction to the Prince of Wales, as a worthy example of the spirit of 1812, when both men and women in Upper Canada vied alike in their resolution to defend the country against the invading enemy.—*Niagara Mail.*

II. Miscellaneous.

[The accompanying song, composed for the occasion of the visit of His Royal Highness to Canada, has been recently published by Messrs. Nordheimer, of this city. We would remark, that the words are by the Rev. E. Denroche, and the music by Mr. Sefton, music-master in the Upper Canada Normal and Model Schools.]

1. "WELCOME TO CANADA."

DEDICATED TO HIS ROYAL HIGHNESS THE PRINCE OF WALES.

GOD bless our Queen for sending
Her son across the sea !
That gracious deed the token
Of love to us shall be.
And Canada doth welcome
The heir to England's throne,
With heart of honest homage,—
A true heart like his own.
Then here's a thousand welcomes
To good Victoria's son ;
Hurrah, hurrah, for Britain's Prince,
We bless him every one.

His royal birthright brought him
Proud Cambria's triple plume ;
With it to-day we mingle
Our maple's modest bloom.
The forest wreath, now verdant,
When crimsoned o'er in death,
Shall tell how love that's loyal
Glows on till latest breath.†
Then here's a thousand welcomes, &c.

* In the Geography and History of British America, by J. George Hodgins, LL.B., page 61, 62, this venerable and loyal lady's name is given as Mrs. James Secord.

† In early times, at the investiture of the Prince, the Chancellor used to place upon his brow A WREATH, for which, at a later period, a gold crown was substituted. —(*See Dr. Doran's "Princes of Wales."* The maple, Canada's chosen national leaf, changing as it does from green to scarlet and crimson, adds much brilliancy and warmth of colouring to the autumnal forest foliage.

Fair Science cast her "cable"*
Our ocean wave across,
To bind our land to Britain,
And—all deplore the loss.
But that which holds the vessel
Of Albert to our strand,
Doth bind our best affection,
To dear old "Fatherland."
Then here's a thousand welcomes, &c.

Should foes assail brave Britain,
From wood and field we'll send
A few more "Queen's own hundredths"
The homestead to defend.
No width of wave shall part us,
We'er one—by choice and "*blood !*"
And that blest bond "*is thicker*
Than" ocean's "*water*" flood.†
Then here's a thousand welcomes, &c.

When home our Prince returneth
Be this his tale to tell :
He felt "at home" among us,
And happy here could dwell,
Where great and small are jealous
For Albion's ancient fame,
And loyal hearts right boldly
Stand up for her good name.
Now sing God save our Sovereign,
God save her noble son ;
Long live the Queen, long live the Prince,
We bless them, every one !

2. LANDING OF THE LOYALISTS IN NEW BRUNSWICK.

The *St. John's* (N.B.) *Globe* of May 19th, says :—Yesterday was the seventy-seventh anniversary of the landing on these shores of the men who, during the rebellion of the thirteen provinces, remained true to their British principles ; who, rather than take up arms against their fatherland, deserted their riches and possessions, left plenty behind them and located themselves in this British province, and for principle's sake endured all the toils and hardship consequent upon a wilderness life. What a change has been effected since that time. From a howling wilderness a city has arisen. Where seventy-seven years ago wild animals fixed their den and lair, marts of commerce are established. Little do the rising generation, surrounded by all the conveniences desirable, know of the toils and hardships their forefathers endured. They passed a life of difficulty and struggle for conscience sake, without murmur, and finally sank into the grave full of just honors and full of years, regretted by all who knew them. Yesterday morning was ushered in with the booming of cannon, and early in the day a large number of union jacks were floating from the house-tops and ships in the harbour, in honor of the anniversary of a day that gave birth to a new British colony. Long may the people cherish a remembrance of the fathers of our country, and duly commemorate the day they set their feet upon the rocky peninsula of St. John.

3. THE SCHOOL A FAMILY.

Look at the work of a Schoolmaster or Teacher of children in this way. What was the original school, God's model-school, in the beginning of the world ? Evidently a *family*. The trainers of children, according to the order of nature, are their parents, their brothers and sisters. And depend upon it, except so far as we conform our schools and places of education to a family, in spirit and character, they will be imperfect ; they will bear the impress of human, rather than of divine, wisdom. I remember a remark made by a Master of a Reformatory, speaking of his work, which expresses a great thought upon this subject :—'*You see*,' he said '*my work is not easy, for I have to be father and mother, brother and sister, all in one, to these boys—father, to enforce law sternly and inflexibly, yet lovingly too—mother to represent the divine tenderness, and gentleness, and compassion—brother and sister to be their sympathizing playmate.*' Now, did you ever think of your work, as schoolmasters, so ? Did you ever take this view of it ? Depend upon it this is the true, the divine, view of it, and only so far as you act upon it are you working with God, in the mighty work of educating and training God's children."—*The Original Order of Nature our Model, and the Spirit of God our Guide, in the work of Education.* A Sermon, by the Hon. and Rev. W. H. Lyttelton.

* The great Atlantic Cable.

† In that lamentable disastrous fight on the Peiho, wherein the British were taken at tremendous disadvantage, an American officer, having visited one of our vessels, wished to return, but found his boat empty ! After some delay his men came back, very hot, smoke-begrimed, and fightish. "*Blood is thicker than water.*" observed Flag Officer Tatnall. So, too, thought these gallant fellows. In reply to their officer's question, put in a tone of assumed severity,—"Holloa, sirs, don't you know we're neutrals ? What have you been doing ?" "Beg pardon," said the brave Americans, "they were very short handed at the bow gun, sir, and so we gived them a help for fellowship sake." They had been hard at it for an hour. "Gallant Americans," (says the Reviewer,) "you and your admiral did more that day to bind England and the United States together, than all your lawyers and pettifogging politicans have ever done to part us !"—(*Blackwood, December Number*, 1859. *page 664.*

4. HOW TO GET A CLOCK FOR THE SCHOOL.

Every teacher would like to have a clock, but the question still is, how to get it. I will tell you how I have managed, in a number of instances, to purchase a clock for my shcool.

I have addressed my pupils on this wise : "Scholars, we have now got a programme—would it not be pleasant for you to know just when to come to your classes to recite, without being called ? Now, if we had a clock, you could all do this, and could see that each class gets its full time. Besides you could tell just when the school would open and close, when the recesses should come, &c. How many of you would like to have a clock ? All hands are up.

"Then let us manage to buy one. We can get one for from two to four dollars. A three-dollar one will answer our purpose well. Now here are thirty of us. I propose that we form ourselves into a joint stock company. Let us put a share at *ten cents*. It will require thirty shares to be taken, to buy the clock. Mary, you may act as Secretary ; get your paper ; put me down *five* shares—here is the half dollar. Now if there should be any pupil not able to take a share, I will give him one of mine. I only want one share, the others are for gratuitous distribution. Now, John, what will you do, and Henry, and Susan, and Anne, how much will each of you give ? If you are not prepared to pay now, bring your dimes or sixpences to-morrow morning. Perhaps some of you would like to speak to your parents first—that is right ; it would be well for you to consult them. But Jacob, Mary and George, say they have each a dime of their own. They will bring it to-morrow. That is well, but they should speak to their parents about it. Children should always consult their parents. Remember, to-morrow morning is the time to finish up this clock matter ; ask your parents to let you have the money they were going to spend for you for candy, tell them that you would prefer a *clock* to candy. Do the best you can, and we shall have a clock, sure. To-morrow evening I shall expect to go and get one, and next day morning we will have it up. *How nice it will be !*"

Need I say that in pursuing this course, I have never failed, in a single instance, to secure a clock ? So with a blackboard or any other article of school furniture.—*Iowa Instructor.*

III. Short Critical Notices of Books.

—— The Queens of Society ; in two volumes. London : James Hogg and Son. This work contains a series of well written biographical sketches, by Grace and Philip Wharton. The volumes are illustrated by those clever English artists, C. A. Doyle, and the Brothers Dalziel. The sketches include graphic details of the lives of those celebrated women who gave a decided tone to society, in their day, and who exercised in many cases such remarkable influence on public affairs. Many of the most vivid passages in Lord Macauley's writings are devoted to an illustration of some of the most striking episodes in the lives of many of the notable ladies whose memoirs are given in these volumes. The list includes the names of "Sarah Duchess of Marlborough, Madame Roland, Lady Mary Wortley Montague, Georgina Dutchess of Devonshire, Miss Landon (the poetess,) Madame de Sévigné, Lady Morgan, Jane Dutchess of Gordon, Madame Récamier, Lady Harvey, Madame de Staël, Mrs. Thrale-Pozzi, Lady Caroline Lamb, Ann S. Damer, La Marquise du Deffaud, Mrs. Elizabeth Montague, Mary Countess of Pembroke, and La Marquise de Maintenon." The illustrations are very striking, and type and paper clear and good.

—— The Habits of Good Society. London : James Hogg and Sons. Frequent extracts from this "Hand Book of Etiquette for Ladies and Gentlemen," in the public press generally, attests the value and usefulness of the truths contained in this excellent manual. In addition to the counsel and suggestions which is the main feature of the work, it contains many "thoughts, hints and anecdotes concerning social observances, nice points of taste and good manners, numerous illustrations of social predicaments ; remarks on the history and change of fashion, and the differences of English and continental etiquette."

—— TATE'S PHILOSOPHY. Boston: Hickling, Swan & Brewer.—This is an excellent reprint of an admirable English work—the full title of which is as follows: "An Elementary Course of Natural and Experimental Philosophy, in which the principles of the Physical Sciences are familiarly explained, and illustrated by numerous experiments and diagrams. By T. Tate, F.R.A.S., of Kneller Training College, England. Revised and improved by C. S. Cartée, A.M., Principal of Harvard School," near Boston. The type and illustrations of the work are very good, and the arrangements of the subjects simple and natural.

[A notice of *Worcester's Dictionary* is deferred till next Number.]

—— PALEY'S EVIDENCES OF CHRISTIANITY. Edited by Dr. Whately. New York: James Miller.—This is an excellent edition of a sterling standard work, with innotations by the Archbishop of Dublin. It is a large octavo, the type is large, and the paper, though not equal to its English original, is very good.

—— JUVENILES. New York: James Miller. This series includes the following volumes: Robinson Crusoe, by De Foe; Blind Arthur, and other stories, by Jane Strickland; Pebbles from Jordan, or Bible Examples of Every-day Truth, by Miss Graham; and Lillies from Lebanon, or Scripture Sketches, by Miss Graham. The abridgment of that universal favourite, Robinson Crusoe, is well printed, and illustrated with numerous handsome engravings. The other Juveniles are nicely got up.

—— THE EDUCATIONALIST. Brighton; H. Spencer.—We have received two numbers of this periodical, and, if conducted in a kindly spirit, wish it success. The selections are similar to those in other publications of the same kind, and are designed, like those in our own Journal, to promote the same great educational objects.

(The notice of several other works is differred for want of space.)

IV. Educational Intelligence.

CANADA.

—— THE PRINCE'S EDUCATIONAL PRIZES.—Before the Prince of Wales left the Province, he requested the Duke of Newcastle to convey to His Excellency the Governor General his desire to appropriate a sum of money to various educational institutions in Upper Canada. This the Duke did in a letter, dated the 17th September, to Sir Edmund Head, of which the following is an extract:—"I have the pleasure of informing you that the Prince of Wales has placed to your account at the Bank of Montreal the sum of which His Royal Highness requests you to be so good as to distribute to the institutions in Canada named in the following schedule, in the sums placed opposite to each, as some token of the very great gratification which His Royal Highness has derived from the interesting visit which is now nearly completed, and as a proof of the deep interest which he must always take in the future progress of this magnificent Province. His Royal Highness wishes that the sums appropriated to each should be applied in the distribution of prizes to the students in such way as may be suggested by the governing body as most conducive to the interests of the institutions, subject in each case to your approval."

—— THE PRINCE'S GIFTS already announced are as follows:—

To the University of Queen's College, Kingston, ...	$800
To the University of Victoria College, Cobourg, ...	800
To the Normal and Model Schools, Toronto, ...	800
To Knox's Theological College, Toronto, ...	800

We also learn that McGill and Bishop's Colleges, in Lower Canada, have each received $800 from the Prince.

—— THE PRINCE'S LIBERALITY, VICTORIA COLLEGE PRIZES.—The Governor General has communicated to the President of Victoria College, that His Royal Highness has left a sum of money for the establishment of prizes in Canadian Colleges; and that the sum allotted to Victoria College is £200 currency. We are happy to acknowledge this act of liberality by the young prince, showing the interest he feels in the educational institutions of Canada. We have no doubt that Canadian students will compete eagerly for the "Prince's Prize." We are also glad to hear that the present session of our College has opened with a very encouraging increase in the number of students. The character of Victoria College is fully established, and now enjoys the entire confidence of the country. We are sure the President and Professors fully merit this confidence, not only on account of their abilities, and sound learning, but also of the honest, hearty and untiring interest they manifest in the intellectual progress, and moral welfare of the young gentlemen who enjoy their instructions.—*Guardian.*

—— THE PRINCE'S GIFT TO QUEEN'S COLLEGE, KINGSTON.—We have much pleasure in giving insertion to an extract from a letter addressed by the Duke of Newcastle to His Excellency the Governor General, feeling assured that the liberality of the Prince of Wales to Queen's College, and the graceful manner in which it is communicated, will prove not less gratifying to the citizens of Kingston than it is to those more immediately connected with the University. This liberal act of His Royal Highness will be accepted as an earnest of his kindly feelings and of the interest which he has taken in our educational institutions. The amount appropriated to Queen's College is £200 currency.—*Kingston News.*

—— DISTINGUISHED VISITORS AT THE EDUCATIONAL DEPARTMENT, UPPER CANADA.—The Prince of Wales visited the Department, including the Normal and Model Schools, on Tuesday the 11th of September. He was presented with an address, and signed his name on a blank page in the Minute Book of the Council of Public Instruction. See page 139 of this Journal. The members of his suite who accompanied him were, His Grace the Duke of Newcastle, Secretary of State for the Colonies; the Earl of St. Germans, Lord Chamberlain of Her Majesty's Household; Sir Edmund Head, Governor General of Canada; Lieut. General Sir Fenwick Williams; Major General Bruce, Governor to the Prince of Wales; Major Teesdale, one of the heroes of Kars, first Equerry to the Prince; Hon. Capt. Grey, second Equerry; Capt. Lord Hinchinbrook, third Equerry; Dr. Acland, Reguis professor of Medicine, Oxford University, Physician to the Prince; Captain Seymour, R.N., Commodore of the Prince's Fleet; Captain Vansittart, R.N., Captain of H.M. Ship *Ariadne;* Captain Retallack, Military Secretary to the Governor General; G. D. Englehart, Esq., Secretary to the Duke of Newcastle. In addition to these gentlemen, Chief Justice Young of Nova Scotia, Lord Lyons, H. M. Ambassador to the United States, Lady Franklin, P. Cumin, Esq. (who is connected with an Imperial Commission to inquire into the state of Education in England); and the Hon. J. L. Packard, Superintendent of Education in Wisconsin, visited the Department, separately on various days, before and after the day of the Prince's visit, and expressed the great satisfaction which they experienced in examining its various details, including the four schools connected with it. Lady Franklin spent two hours on the day of her visit, and seemed quite pleased with the result of her inquiries. Sir Charles Collingwood also paid a visit, but made no inquiries.

—— EDUCATION IN EAST OXFORD.—There was in East Oxford, including four Union Schools, eleven school sections, with an aggregate attendance of scholars, for the half year ending 30th June, of 37,886. As compared with the attendance for the same period of last year, the present half-yearly return shows an increase of 11,021. With one exception, all the schools in the Township eschew the "free" system—the taxable inhabitants believing that a small monthly rate-bill is the most equitable method of working the School Act. Of the teachers only four held first class certificates; while the remaining seven possess second class qualifications. Considerable additions of maps and apparatus have been made to several of the schools during the past year.—*Woodstock Paper.*

UNITED STATES.

—— PHYSICAL EDUCATION IN AMHERST COLLEGE.—The Corporation at the recent commencement established a Professorship of Physical Education. It is to include instruction in gymnastics, having regard to the moderate exercise of all parts of the body, rather than to great feats of skill and strength; in elocution, so far as relates to the development of the lungs and training the vocal organs and motions of the body as used in oratory, and in hygiene, including physiology and the special care of the students' health. Dr. Hooker, a graduate of Yale, has been appointed professor and will enter upon his duties immediately. A spacious gymnasium has just been completed and filled with the necessary apparatus.

—— WOMEN'S LIBRARY.—A library for the exclusive use of women is about to be established in New York City.

ADVERTISEMENTS inserted in the *Journal of Education* for twenty-five cents per line, which may be remitted in *postage stamps*, or otherwise.

TERMS: For a single copy of the *Journal of Education*, $1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

All communications to be addressed to J. GEORGE HODGINS, LL.B.,
Education Office, Toronto.

LOVELL AND GIBSON, PRINTERS, YONGE STREET, TORONTO.

JOURNAL OF EDUCATION,

Upper Canada.

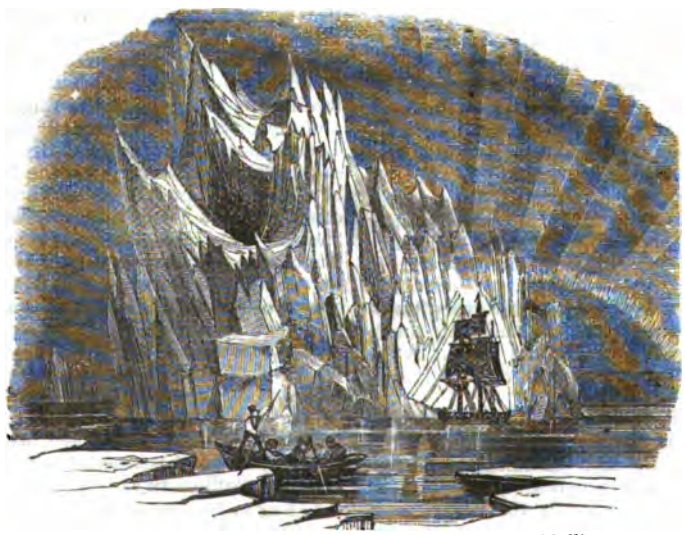
VOL. XIII. TORONTO: OCTOBER, 1860. No. 10.

CONTENTS OF THIS NUMBER.

	PAGE
I. THE GREAT ARCTIC EXPEDITIONS—(1) The Search for the North-West Passage to Asia. (2) Arctic Enterprise and its results, since 1815.....	145
II. THE PRINCE OF WALES IN THE UNITED STATES—His Visits to the principal Cities, Universities, &c.—Table of Distances travelled during His Royal Highness' North American Tour	149
III. PRINCE ALFRED'S VISIT TO THE CAPE OF GOOD HOPE—His reception at Graham Town	153
IV. SKETCHES OF THE QUEEN AND THE PRINCE OF WALES—A Lecture delivered by Mr. J. H. Siddons, in the City of New York.....	153
V. ANECDOTES OF HER MAJESTY	154
VI. BIOGRAPHICAL SKETCHES—No. 20. Sir George Simpson, K. C. B. No. 21. The Hon. Peter McGill. No 22. A. F. Holmes, Esq., M. D. No. 23. Herbert Ingram, Esq., M.P.	154
VII. PAPERS ON PRACTICAL EDUCATION—(1) Education of Boys and Girls in the same School. (2) A Word to Young Teachers	155
VIII. MISCELLANEOUS—(1) Naples (Prize Poem of University Coll., Toronto). (2) Rival English Dictionaries.....	156
IX. SHORT CRITICAL NOTICES OF BOOKS—Worcester's Pictorial Dictionary. —Studies in Animal Life —The Queens of Society	157
X. EDUCATIONAL INTELLIGENCE—University College Convocation. Recent Matriculation into University College, Toronto. Toronto Grammar School. Victoria Street School, Toronto. Barrie Grammar School. The Model Grammar School. Agriculture and Education	157
XI. ADVERTISEMENTS	160

THE GREAT ARCTIC EXPEDITIONS IN SEARCH OF A NORTH-WEST PASSAGE TO ASIA.

The recent visit of the noble-minded Lady Franklin to this continent—(with the physical geography of whose northern regions her heroic husband's name is so memorably associated)—has given such additional interest to the history of the search in the Arctic Seas, and the unparalleled sufferings of its navigators, that we are induced to devote a few pages of this number of the *Journal* to a brief sketch of them. Taken together, the forty years' search after the North-West passage, and its now ascertained discovery, forms a grand and solemn episode in the naval history and enterprise of the British nation, aided, as they generously were in this instance, by the American people.



ICEBERG AND AURORA BOREALIS, IN THE ARCTIC REGIONS.

To Sir John Franklin's exploration of the Arctic Seas of North America, is attached a deep, as well as melancholy, interest. In 1818–21, when a young man, he had explored these regions, enduring incredible hardships, and afterwards published a simple but most thrilling narrative of his adventures and discoveries. Twenty-six years afterwards, he succeeded in solving the long-essayed problem of a water communication between the Atlantic and Pacific Oceans, *vid* the Northern Coasts of America, as the skeleton of one of his party was found within the line of coast which had been explored from the Pacific by Simpson. He died within sight of the goal he had been so long seeking; but he left no record of his achievement, and none of his brave companions survived to announce the triumphant results of his enterprise and sufferings. It remained for the scarcely less bold and honoured McClure to re-solve and announce, in 1851, the problem which Franklin had solved in 1847,—that there is a North-West passage for ships from Europe to the Pacific, though practically useless. For seven years the fate of Franklin and his companions was enveloped in profound mystery; and the successive voyages of inquiry, undertaken on both sides of the Atlantic, left it in as deep darkness as ever, until Dr. Rae, in 1854, discovered, among the Esquimaux, relics sufficient to extinguish the last hope that any of the party was yet in the land of the living. The British Government abandoned all further search, and struck the name of Franklin from the Admiralty roll of living officers.

But it was not so with Lady Franklin. A true woman's heart has impulses and resources beyond those of a Government. She resolved to exhaust all human resources to learn the when, the where, and the how of the fate of one with whose name her own has become inseparably linked, and of whose fame she has created a memorial only excelling in self-devotion and enterprise that which appertains to Lady Franklin herself. In 1859, her untiring labours of twelve years' search for the fate of her heroic husband were crowned with complete, though melancholy, success. Captain McClintock, after a two years' voyage in Lady Franklin's little steam yacht *Fox* (of 177 tons), ascertained all that is likely to be known in this world of the ships and crews of Sir John Franklin's expedition.

Lady Franklin has recently visited Canada; and her quiet

gentleness and great intelligence have as strongly impressed those honoured by her acquaintance, as have her immense sacrifices and long researches for her noble husband impressed the public of both continents.

During last month, Lady Franklin paid a visit of two hours to the Educational Department and Normal and Model Schools, and evinced the deepest interest in all she saw. In reply to a note which accompanied a map of the North-West Territory, some official reports, and other documents, presented to her by the Department, she wrote as follows (Sept. 21st):

"I send you the article written by my friend, Capt. Allen Young,* in Thackeray's (Cornhill) Magazine, and also a little map, which shows rather more distinctly than that in the Magazine the course pursued by my husband and his companions, which has settled the question of a North-West passage, and entitled them to be considered as the first discoverers of it,—their discoveries having preceded, by several years, those of Sir Robert M'Clure in another quarter. We owe the knowledge of this fact, and the possession of the relics of the expedition, to Sir Leopold McClintock, who has done more than I ventured to hope in my little yacht *Fox*. I have added to Thackeray's a number of Macmillan's Magazine, containing the best article I am acquainted with on Arctic enterprize and the results of the search;† also a catalogue, by Lieut. Cheyne, of the relics brought home by the *Fox*."

2. ARCTIC ENTERPRISE AND ITS RESULTS SINCE 1815.

BY FRANKLIN LUSHINGTON.

Whoever wishes to see a great result summed up as shortly and simply as possible, need only glance at an Arctic chart of the date of the Peace of 1815, and then look at one drawn in the last half-year. Few comparisons are more striking, or more curiously suggestive. In the earlier map, between Icy Cape at the western corner of the north coast of America (longitude 160° west, ten degrees eastward of Behring's Straits,) and the half-explored coasts of Baffin's Bay on the eastern side of the continent (longitude 80° west,) there is a blank, only to be filled in accordance with the particular imagination of each hydrographer with an uncertain wavy line of supposed coast from the one extreme known landmark to the other. Two points alone of actual sea-coast in the intervening space of eighty degrees had been fixed by overland voyagers in the service of the Hudson's Bay Company, in 1771 and 1789, at the mouths of the Hearne or Coppermine and the Mackenzie rivers.

Such was the state of Arctic discovery at the close of the career of Napoleon. Let us look for a moment at the stage of knowledge which had been reached when the Crimean war broke out in 1854. The sheet which forty years earlier was all but a blank, was now covered with all but a perfect outline. With the exception of the channel which separates Prince of Wales' Land from Prince Albert's Land, and an area of some four or five degrees of latitude and longitude south of Peel Sound, every wind and turn of that icy labyrinth of islands which Sir John Barrow conjectured in 1817 to be an open basin, had been traced by personal observation as far north as the seventy-seventh parallel; and almost every mile of their coasts painfully traversed and accurately surveyed. From Icy Cape to the Boothian Isthmus, the boundary-line of the American continent had been laid down without a break; while beyond that isthmus eastward, the work had been done as accurately and as continuously. In fact, but for the limited area still left untraversed by the various expeditions in search of Sir John Franklin—the very area within which the last records and relics of his cruise have ultimately been found—the hydrographic survey of those latitudes may be truly said to have exhausted its field even in 1854. And if we were in possession of the journals of the *Erebus* and *Terror* from their passage down Peel Sound to their abandonment, after twenty months' fixture in the ice, to the north-west of King William's Land, it would probably be found that Franklin's crews had during that period explored some of the very ground of which the detailed features are still waiting to be verified in all but the very latest charts of the Arctic archipelago. It was only the finishing touch that was reserved for McClintock and Allen Young to add to the map which had been drawn by the labours of such men as Parry, Ross, Franklin, Collinson, Osborn, and McClure.

It is impossible to overrate in imagination the toil, the danger, the hardships and privations, the noble daring, and the unflinching endurance, the unselfish devotion and the high sentiment of professional duty, which have been necessarily involved in the accomplishment of such a task. Few readers can follow the narrative of any single Arctic voyage or journey, and not feel throughout an admiring wonder at the power of human strength and human energy to perform so much active work under the pressure of such inordinate physical obstacles and physical suffering. It is a fact of which we may well be proud, that every inch of ground gained on the hard-fought battle-field of Arctic research has been won in a life-and-death struggle with the elements by British seamen. None, indeed, among the memories of the noble victims of this struggle are more honourably or affectionately acknowledged, or will be more enduringly preserved by the gratitude of the English people, than that of the gallant French volunteer, Bellot, or the intrepid American commander, Kane. But with these notable exceptions, the whole cycle of the Arctic discoveries of this century is the work of our own countrymen. British names mark every channel, cape, and inlet; and a history is to be read in almost every name. And not the least significant feature in the nomenclature of the Arctic chart is the recurrence at different points among the titles given after actual navigators, of the name of that energetic and high-spirited Englishwoman, to whose strenuous efforts, under circumstances of great discouragement, the fitting-out of the crowning expedition is entirely due. Cape Lady Franklin was the name given by Belcher's surveying parties to the most northerly headland of Bathurst island, close to the spot (lat. 77°) from which we now know that the *Erebus* and *Terror* turned southward in the autumn of 1845. Cape Jane Franklin was the name given by James Ross, in 1830, to one of the two headlands seen by him from Point Victory, the limit of his explorations on the western face of King William's Land. Seventeen and eighteen years later, the career, first of Franklin, and then of Franklin's ships, was to close within sight of this very headland; and, in 1859, the record of the fate of Franklin's crews was to be found, when the sad secret had been kept for eleven years, on the very position where Ross had unwillingly turned in 1830, after giving it Jane Franklin's name. The course of time and fate has done its best to consecrate the right of that name to the two prominent spots it will henceforth permanently mark in the geographical history of the Arctic sea.

In marking the beginning and the close of this great campaign of discovery by the Peace of Vienna and the outbreak of the Turkish war, we have but pointed to a fact which suggests more reflections than one. The wars of the first French Empire had put an end to all voyages of discovery for the time being. The ships and the sailors of England had full work nearer home in scourging the known seas, instead of bearing her flag into seas unknown. But as soon as the peace of Europe was again secure, the equipment of a Russian expedition of research for the Arctic Regions excited the emulation of England, lest the marine of another nation should have the honour of completing what Frobisher, Davis, Hudson, Baffin, and Cook had begun. The same year (1818) which saw the return of Kotzebue's vessel from the sound which bears his name, after an unsuccessful attempt to reach Icy Cape, beheld the inauguration under John Ross of our own series of Arctic enterprises. The next fifteen years, though full of adventures and persevering toil by land and sea, yet failed to solve the main question of a north-west passage; and the general interest in an apparently invincible problem dwindled by degrees, until it was revived by the comparative success of Ross and Crozier, in the *Erebus* and *Terror*, in exploring the Antarctic seas. That problem was first solved by Franklin, before his death in 1847, when he had brought his ships to a point where no land lay between them and the verified channels of Dease and Simpson, from which he would have sailed westward over a familiar path. But for the English nation it was shrouded in doubt and mystery, until the actual day when Lieutenant Creswell of the *Investigator* landed in Great Britain, as the herald and the evidence of McClure's discovery, on the 7th of October, 1853. At the date of his arrival, public attention was already and almost exclusively concentrated on the Eastern question. The Pruth had been passed, and the Russian challenge accepted by Turkey; and the entrance of England into the struggle was daily growing more inevitable. The thin echo of a distant success from the ice-bound waters of Melville Sound could hardly penetrate the ears that were listening for every rumour from Besica Bay. McClure himself, and his ship's company of the *Investigator*, together with the crews of the vessels abandoned by Sir E. Belcher's orders, did not reach England till eight days after the battle of the Alma had been fought. The national excitement which then prevailed accounts for the meagreness of the reception given to the seamen, who, by dint of four years' hardship and toil, had first succeeded in travelling over water from Behring's Strait to Baffin's Bay.

Let us look again at the Arctic chart, as it grows into shape under the hands of successive explorers from 1817. The first voyage of John Ross proved the substantial accuracy of the local discoveries made by Baffin in the bay that bears his name, at the same time that it corrected his imperfect longitudes. Parry, with the *Hecla* and *Griper*, in 1819, penetrated in a straight line westward through Baffin's newly-verified Sound of Sir John Lancaster, giving the

* Sir Roderick Murchison, in his preface to Sir L. McClintock's "Narrative of the Voyage of the *Fox*," thus refers to this gentleman: "Captain Allen Young, of the merchant marine, not only threw his services into the cause, and subscribed £500 in furtherance of the expedition, but, abandoning lucrative appointments in command, generously accepted a subordinate post."

† We insert this article, slightly abridged.

eminent name of Barrow to the straits which he found to be its continuation, and saw the loom of Bank's Land in the south-western distance, before he wintered on the coast of Melville Island (long. 110°,) thirty degrees to the west of Cape Warrender, the starting-



DISCOVERY SHIP IN WINTER QUARTERS.—SINGULAR APPEARANCE OF THE MOON.

point of his new track from Baffin's Bay. His record of the first winter ever passed by a ship's crew in those sullen regions, engraved on the great block of sandstone by the shore of Winter Harbour, still remains fresh and clear in the icy climate; as interesting a token, though not as wonderfully preserved a relic, as those yet legible inscriptions scrawled with charcoal in the quarries of Egypt in the time of the Ptolemies. The conspicuous place and nature of this memorial induced McClure to select the same rock in 1852 as the best spot upon which to place a notice of the *Investigator's* position in the Bay of Mercy, Banks' Land. This notice was found by a sledging party from the *Resolute*; and McClure's choice of so marked a place of deposit may be said to have saved the lives of the *Investigator's* crew, or at least to have preserved them from the toils and risks of a sledging march for life, of a very similar character to that which in 1848 Franklin's less fortunate crews were driven to attempt in vain. Such are the links by which the details of one Arctic voyage of discovery are bound up with those of another.

The second expedition of Parry, in 1821–2, was intended for a movement in combination with the overland journey of Richardson and Franklin from the farthest posts of the Hudson's Bay Company to the coast which had been seen by Hearne and Mackenzie.

Incommensurate as Parry's progress on this occasion was with the professed expectations of the Admiralty, he followed out the tracing of the line of the American continent to the north of Hudson's Strait and Fox Channel, along Melville Peninsula to the Fury and Hecla Strait, which opens into the water afterwards named by Ross the Gulf of Boothia. In his third expedition (1822-25) Parry tried a fresh cast upon his former track through Lancaster Sound, turning southward into the wide mouth of Prince Regent's Inlet, which he had christened in passing on his first voyage. The limits to which he penetrated this channel southward in two years, are marked on the chart by the names of Fury Beach, where the ship of that name was pressed on shore by the ice, and Cape Garry, the farthest headland in sight on his southern horizon. Captain John Ross, following the same path in 1829, in the *Victory*, navigated down the coasts of North Somerset and Boothia as far as Victory Harbour (lat. 70°,) the starting place from which his nephew James Ross traversed with a sledging party the Boothian Isthmus, and explored westward the strait which bears his name, and the shore line of King William's Land, as far as Point Victory, or Cape Jane Franklin, as has been mentioned before. It is a remarkable and important fact, that although in this coasting voyage Sir John Ross landed on Brown's Island, in Brentford Bay, and professedly made the most minute and accurate survey of the whole coast, he overlooked altogether the existence of Bellot Strait, which lies at the bottom of that bay. Had he penetrated behind the outwork of islands which covers the narrow passage through the natural curtain formed by the granite cliffs of Brentford Bay, he would have gained, twenty years earlier than its actual discoverer, Kennedy, the nearest entrance into the channel where the *Erebus* and *Terror* were ultimately beset on their last voyage.

The land and boat journeys taken during these years by Franklin, Back, and Richardson, are even more memorable and fuller of personal interest than the voyages of Ross and Parry. There are few volumes of travels accessible to ordinary English readers more deservedly popular than those containing Franklin's graphic and touching account of his expedition in 1821, to the shores of the Polar Sea. The difficulties of the march northward, and the descent of the Coppermine river, the stupid and negligent blunderings of the *voyageurs*, the suspicious and greedy, but punctilious and charitable character of the Indians, the hazardous boat voyage from the mouth of the Coppermine to Point Turnagain, and the fearful sufferings of the desperate straggling return accross the Barren Grounds to Fort Enterprise, are painted with a noble simplicity and an unsurpassable fidelity. English officers and seamen never battled more bravely with hardships, dangers, famine, and climate, than did Franklin and his English companions on that occasion; and it is mainly in the drawing out of the calm and trustful strength of character individually shown by them under the greatest trials, that the personal interest of this record is greater than that inspired by the adventures of Parry, or Ross, and their crews. There is a wonderful and stern pathos in the plain narrative of the murder of Lieutenant Hood by the Iroquois Michel, and the quick and steady execution of justice upon the murderer by those who would undeniably have fallen victims in their turn to his treachery had they spared him a day longer. And a stranger and more solemn picture of mingled familiarity with and sensitiveness to the outward signs of suffering was never given, than in the few words which tell how, when the relics of Franklin's and Richardson's parties met again at Fort Enterprise, after a separation of some twenty days, they were mutually horror-struck at the gaunt forms, worn faces, and hollow tones of each other, and utterly unconscious that an equally tell-tale change had been stamped by an equally long endurance of hunger and hardship on themselves.

"We were all shocked" (says Franklin) "at beholding the emaciated countenance of the Doctor and Hepburn, as they strongly evidenced their extremely delibitated state. The alteration in our appearance was equally distressing to them, for since the swellings had subsided we were little more than skin and bone. The Doctor particularly remarked the sepulchral tone of our voices, which he requested us to make as cheerful as possible, unconscious that his own partook of the same key." "Our own misery," says Dr. Richardson of himself and the sailor Hepburn, "had stolen upon us by degrees, and we were accustomed to the contemplation of each other's emaciated figures; but the ghastly countenances, dilated eyeballs, and sepulchral voices of Mr. Franklin and those with him, were more than we could at first bear." Human fortitude could hardly have wavered in a more noble manner. Franklin's party had tasted nothing more nutritious than scraps of leather and fragments of bone for thirty-one days, and Richardson's fare had been but little better. Whoever will turn to the narrative may gauge for himself the depth of their gallant endurance, and take a lesson from those brave and cheerful natures, that under such circumstances mingled no self-pity with their tenderness for others, exerted themselves to the last, and never dreamed of breaking down.

The result of this and the later coast expeditions of Franklin, Richardson, and Back, before the date of Ross's voyage in the *Victory*, was to trace the line of the continent uninterruptedly from Point Turnagian to within a very short distance of the coast visited from the western side through Behring's Strait. This line was extended eastward by Sir George Simpson in 1839. In that year he explored Simpson Strait, to the south of King William's Land, and connected Franklin's first limits of discovery with the mouth of the Great Fish river, visited by Back in 1834. He crossed the strait to Cape Herschel, King William's Land, and built there the cairn now standing, which was searched in vain by McClintock for any record of Franklin's crews.

Such was the state of the chart when the *Erebus* and *Terror* sailed on their last voyage in 1845 in search of a north-west passage. It is known that Franklin's favourite idea, before he left England, coincided with his orders; to pierce, if possible, to the southward of the course discovered by Parry, and so find the most direct way from Lancaster Sound, to the point of the American shore, from which, as he could testify of his own experience, it was "all plain sailing to the westward." From what we now know of his first year's cruise round Cornwallis Island, and back to Cape Riley, his first winter quarters, it seems probable that a closed sea towards Peel Sound and an open one towards the north, tempted him to an apparent temporary divergence from the plan which he had laid down for himself from the first, and which, in the next spring, he took the earliest opportunity of pursuing. What the condition of Prince Regent's Inlet in regard to ice may have been in the summer of 1845 we have no means of divining; inasmuch as, with the chart of the Boothian coast made by Ross for his only guide, Franklin would of course have passed it by. From the date when Captain Fitzjames sealed up the last packet of journals he sent home from Baffin's Bay, the history of Franklin's expedition is comprised in the three graves at Beachy Island, the record now brought from Cape

Victory, and the other relics either found lying in their place or purchased from the wandering Esquimaux. Well appointed as the ships were known to be, hopefully and cheerfully as their officers and men were prepared to work together, first as they were destined to be in the completion of the discovery of a passage round the north coast of America, not one man of those crews was to reach habitable land with the tale. No hint of their work or of their fate was to be found, but through year upon year of enterprise, perseverance, and self-devotion on the part of one after another of their brothers in the naval service of Great Britain. Like the Ulysses of Dante and of Tennyson, they were bound—

> "To sail beyond the sunset, and the baths
> Of all the western stars"—

until they died. It is all the more our duty to acknowledge that they did the work they were sent to do. That Franklin did virtually solve the problem which was the object of his voyage, is not only testified to by all who have a right to speak authoritatively, but is a fact which rests on unimpeachable grounds. He designedly took the very course down Peel Sound and Franklin Channel which would have carried his ships, but for the terrible duration of that temporary obstacle of the ice-pack in which they were beset for two winters, straight to the most easterly point of the along-shore channel which he already knew. He died himself in full sight of the goal: his ships never traversed the short water-space which lay between their anchorage in the pack and the lines which other keels had ploughed from the west. Neither did the *Investigator* cross from Bank's Land to Parry's harbour in Melville Island. Yet if the reappearance of McClure or Cresswell in England was a living proof of the discovery of the passage, so is the single skeleton found by McClintock five miles to the south-east of Cape Herschel (and therefore within the line of coast traced from the west by Simpson) an imperishable memorial of that discovery having been anticipated by Franklin's expedition four years earlier.

To the total loss of that expedition, and the absolute want of information as to its fate, the present completeness of Arctic research in those longitudes is owing. Had Franklin's crews returned safe in 1848, after leaving their ships irretrievably fixed in the ice-pack, it is almost certain that no further attempts would have been made to force the navigation of a practically fruitless passage. And even if scientific inducements had prompted the organization of another enterprise, it may be questioned whether any such universal and permanent stimulus to unsparing exertion and minute investigation could have been found as that which animated alike officers and common seamen in the search for the missing ships and their crews. Other motives were doubtless at work among the searchers, in the shape of professional emulation, and that sheer love of adventure, which would fill up to-morrow with volunteers the muster-roll of any fresh expedition for the Arctic zone: but the chief goad which pricked on the leading spirits among those searchers to attempt and to accomplish things almost impossible, and drove the whole body of fellow-labourers to keep pace with the contagious enthusiasm of the foremost, was undeniably the hope at first of rescuing the lost ones, and later, when that prospect faded away through the lapse of time, the laudable and brotherly yearning to penetrate the mystery which surrounded their fate. Captain Inglefield's chart, published by the Admiralty hydrographer in October, 1853, which marks in different touches the various strips of coast explored by the ships and travelling parties of the several expeditions in the seven preceding years, gives the clearest notion of the amount of labour that had been performed. McClure's vivid description of the appearance of Lieutenant Pim from the *Resolute*, a wild gesticulating figure, shouting across the floe, as he came to announce their rescue to the ice-bound *Investigator's* crew, is one among many typical pictures of the highly wrought energy of feeling with which Pim, and those like him, prosecuted the search after those who, if alive at all, must then have been in far worse plight than even the "Investigators." And the whole of McClure's voyage, as drawn from his journals, through the spirited and cordial narrative of his friendly interpreter Sherard Osborn, shows with equal distinctness the need of iron nerve, quick decision, steady judgment, and untiring energy in the commander on special service, such as that on which the *Investigator* was bound, and the ready supply of all those qualifications possessed by her captain. The sailors' rule—"always obey the last order"—is nowhere of more constant application than in the conduct of a vessel through an Arctic campaign. The directing and responsible mind has to be ready at every moment for every possible eventuality; to show under every emergency the equal temper of an heroic heart, and (to quote another line from that ideal of Ulysses to which we have pointed before)

> "To strive, to seek, to find and not to yield."

Leopold McClintock, the commander of Lady Franklin's yacht *Fox* in the last and crowning expedition, had served in three consecutive Arctic voyages, under Ross, Austin, and Kellett, from 1848 to 1854. It may be truly said of him, that from the first to the last he devoted to the search not only his heart, but his brain. Every improvement in the details of sledging, and the consequent increase in the width of field which sledging parties are able to cover, made during those years, is, we believe, due to McClintock alone. The combination of the *minimum* of weight with the *maximum* of convenience, the most judicious apportionment of the load to be drawn day after day, so as not to overtask the strength of the men and dogs, the extension of the area of search by the previous laying out of successive depôts along the line, were studied and tested by him in theory and practice, as quietly and as carefully as the subaltern Arthur Wellesley studied the work and the capacities of his own great machine, the English soldier. And the palm must be given to McClintock for the actual amount of personal fatigue undergone, and personal service performed in conduct of a sledging party. The extreme headlands of Prince Patrick's Island (lat. 77° 30′ north) were worthily signed with his name, years before the newly-explored channel from Melville Sound to Victoria Strait was christened in his honour at the request of Lady Franklin. No better man could have been found to command the *Fox*, and no commander of her could have been more nobly seconded than was McClintock by Hobson and Allen Young.

The voyage of the sharp-bowed little steam-yacht, of 177 tons, from Aberdeen (July, 1857,) to Bellot Strait and back to the docks at Blackwall (September, 1859,) is a most comprehensive and picturesque instance of the varieties of hazard incident to Arctic navigation. The 1st of September, 1857, saw the *Fox* beset among the closing ice in Melville Bay. Once or twice in that month McClintock saw close to him long lanes of water open through the floes towards the west, and a watersky towards Cape York, which told him that if he could once get clear he might yet winter in Barrow Straits. By the use of steam and blasting-powder on one occasion he had struggled through 100 yards of ice, out of 170 which lay between the *Fox* and the lead of water, when the floes began to close again. The end of the month found the *Fox* and her crew irretrievably fixed for the winter; condemned to drift for months of darkness wherever winds and the invisible currents might take them; to use McClintock's expressive phrase—"a legacy to the pack." Between that date and the last week of April, 1858, they drifted with their ice-continent down Baffin's Bay and Davis' Strait into the Atlantic, a distance of more than twelve hundred miles. In bursting the bars of that prison in the spring, as much or more risk had to be run than in finding a secure shelter for the winter within its folds. As soon as the floes began to crack and



DANGERS OF ARCTIC NAVIGATION.—BREAKING UP OF AN ICE FLOE.

open into lanes around the vessel, the greatest efforts were necessary to warp her into the safest position within the chance shelter which projecting corners of the newly fractured ice might afford, in case of a change of wind closing up the mass upon her. And when once "the dear old familiar ocean-swell" began to lift its crest above the hollows of the sea, and dash the huge ice fragments as in a grinding mill against each other, till they broke into smaller and smaller pieces, as the edge of the drift came nearer and nearer to the little imprisoned vessel, her position was critical in the extreme. For eighteen hours, and twenty-two miles, she was slowly boring out under steam against a heavy sea of close-packed rolling ice. As she steered head-on to the swell, the masses were hurled against her sharply-chiselled iron-plated stem, and fell off to either side, knocking obliquely against her bows with such force as to shake her frame all over. More than once the engines were stopped by the ice choking the screw. Had the rudder or the screw been disabled at any moment long enough

to have caused the *Fox* to broach to, or, indeed, to present anything but her pointed stem to the force of the the sea, not one of her crew would have reached the open water alive. "After yesterday's experience," says McClintock in the next day's journal, "I can understand how men's hairs have turned grey in a few hours." A swell of thirteen-foot waves of tumbling ice, with large icebergs here and there crashing through the smaller pack as the spray came showering over their summits seventy feet high, was an ordeal through which few men can have driven their ships with safety, and might well try the sternest nerves. Such was the end of the first year's labour. After escaping from the pack, McClintock turned his bow north, and refitted at Holsteinberg with the least possible delay. The *Fox* was nearly stranded on a rock off the Whalefish Islands in a heavy snow-storm in May, ran upon a sunken ice-capped reef in Melville Bay in June, where she lay for eleven hours in the greatest danger of falling over, till the tide floated her off unhurt; and after several narrow escapes from being nipped or again beset in the pack, anchored in August off Beechey Island. "All the adventures so far," Captain McClintock remarks, "are only preliminaries,—we are only *now* about to commence the interesting part of our voyage. It is to be hoped the poor *Fox* has many more lives to spare."

From Beechey Island McClintock steered through an open sea straight across to Peel Sound, which he penetrated for twenty-five miles till brought up by ice extending from shore to shore. With the same promptness of decision which marked McClure's sudden determination in 1851 to retrace his steps for the whole length of Prince of Wales' Strait, and sail round Bank's Land by the west, McClintock instantly turned about for Prince Regent Inlet and Bellot Strait. Notwithstanding Kennedy's discovery, it was even then thought doubtful whether Bellot Strait was an unbroken deep-water channel at all. "Does it really exist?" asks McClintock of himself at the moment of this hardy decision; "and if so, is it free from ice?" It did exist; but the close-packed ice sucked into it from its western mouth by a permanent tide of several miles an hour to the eastward, defeated four attempts to force the *Fox* through. On the fifth attempt, McClintock steamed right through to the western outlet of the strait, but finding the wider channel beyond impracticable, returned to winter in safe quarters at Port Kennedy, the destined starting-point of his sledging parties for the next spring.

Through the details of the discovery of the only authentic record of the end of Franklin and his crews by one of those sledging parties, we need not follow Captain McClintock in these pages. The most salient points of his story are too deeply impressed upon all who have heard them to need repeating. The question which on McClintock's return many persons were in the first instance disposed to ask—what, after all, has he told us of the ultimate fate of the main body of those two ships' crews, beyond what Dr. Rae had told us before?—has been thoroughly answered in the paper read by McClintock before the Geographical Society, as well as in his published volume. He has shown us by the recovered record of Point Victory, that those thirty or forty men of whom Rae heard as having died one by one on the island at the mouth of the Great Fish river, were the main body, and not a detachment, as had been supposed. He had tracked them on their course from Point Victory to Capes Crozier and Herschel, in the direction of the river at whose mouth they vainly hoped to find a supply of fish, starting in their extremity at least two months too early. He can speak, with authority, at least equal to that of any man alive, of the greatest number of days' journeys for which they could have carried sufficient provisions, and show how, before they reached the river's mouth, they dropped, as the Esquimaux said, one by one as they walked along. He has fixed the fate of the ships themselves, and of their veteran commander, who was destined to be spared a repetition of such bitterness of death as he had undergone in his youth so nobly. The hasty, laconic record itself, the statement of the proportion of officers and men, already dead, from which the strongest inference of the scurvy-ridden condition of the survivors must be drawn, the date of the abandonment of the vessels, the masses of clothing and other articles brought from shipboard and left so early on the march, the boat found in the snowdrift some eighty miles farther along the coast, turned back towards the ships, with its two skeletons on guard, two guns leaning against the side, loaded and cocked for the chance of a passing animal, and its tantalizing superfluity of chocolate and other unsubstantial provision,—form a connected chain of evidence of the result to which Dr. Rae's informants could only point partially and vaguely. No reasonable doubt can remain after the perusal of McClintock's narrative, that not only could no survivors by any possibility still exist, but that no further trace or record would be found undisturbed by the covetousness or curiosity of the Esquimaux. On the smooth ice over which they dragged their sledges along the shore—on the bare hillocks over which they walked to survey the chances of food in the desolate landscape before them, or on the bleak island at the mouth of the frozen river—lies every one otherwise unaccounted for of the crews of the *Erebus* and *Terror*—

"Noble, nameless, English heart,
Snow-cold in snow."

These results were not gained for us at home, it is needless to repeat, without enormous personal danger and fatigue undergone by McClintock and the companions of his enterprise. Lieutenant Hobson, the actual discoverer of the record and the boat, was so worn by travel and illness, that he had to be carried for many days on the sledge drawn by his party. Captain Allen Young, the explorer of McClintock's Channel, was, with another in a party of three, attacked with snow-blindness while far away from the *Fox*; and day after day, wherever the dogs refused to draw the sledge over uneven ice, was regularly loaded and led along by the only one of his companions whose eyes remained serviceable. When McClintock started homewards in 1859 from his anchorage in Port Kennedy, both the engineers of the vessel were dead, and he was obliged to take personal charge of the engines, sometimes for twenty-four hours together, where every moment longer spent within the ice added a fresh risk to those the *Fox* had already undergone. From the 9th of August, when he left Bellot Strait, till he anchored at Godhaven, in Greenland, McClintock must have had many opportunities of congratulating himself on the "many lives" which the *Fox* had yet to spare. As long as our naval officers are trained in the school which has ripened such men as Robert McClure and Leopold McClintock, whose character is written on every page of their journals, we need never fear for the behavior of the British navy.

The following are the names of the commanders, and the dates of the expeditions, which have been sent to the Arctic Seas:

Sir John Ross and Capt. Parry	1818	Sir J. Franklin (by land)	1825–27
Capt. Buchan and Sir J. Franklin	1818	Sir John Ross	1829–33
Sir J. Franklin (by land)	1819–21	Capt. Back (by land)	1833–35
Sir E. Parry	1819–21	Capt. Back (by sea)	1836–37
Sir E. Parry and Capt. Lyon	1821–23	Messrs. Dease and Simpson	1836–39
Sir E. Parry and Capt. Hoppner	1824	Dr. J. Rae	1845–46
Sir E. Parry	1824–25	Sir J. Franklin. (Himself and crew have never returned.	1845–46
Capt. Buchan	1826–27		

The Franklin searching expeditions—The following were sent out:

Commander Moore	1846–52	Mr. Maguire	1852–54
Sir G. Richardson	1848–49	Sir E. Belcher	1852–54
Sir James Ross	1848–49	Capt. Kellett	1852–54
Lieut. Pullen	1849–51	Lieut. Pullen	1852–54
Mr. Hooper	1849–50	Capt. Inglefield	1853–54
Mr. James Saunders	1849–50	Dr. Kane (American)	1853–55
Capts. Collinson and McClure	1850–55	Messrs. Anderson and Stewart (by land)	1855
Capt. Austin	1850–51		
Sir John Ross	1850–51	Sir L. McClintock, in Lady Franklin's own steam-yacht *Fox*, found a record of Franklin's death, and discovered traces of the lost expedition at King William's Land	1857–59
Capt. Penny	1850–51		
Commander Forsyth	1850		
Capt. De Haven (American)	1850–51		
Capts. Kennedy and Bellot	1851–52		
Dr. J. Rae (by land)	1851–54		

The North-West Passage was made by Sir Robert McClure, from Baffin's Bay, through Lancaster Sound, Barrow Strait, Melville Sound, round Baring's Island, Banks' Land, to Bhering's Straits and the Pacific Ocean, in 1851.

II.—THE PRINCE OF WALES IN THE UNITED STATES.

On the 20th Sept. the Prince left Hamilton for Detroit, Chicago, Dwight, on the Prairies, Cincinnati, St. Louis, Richmond, Harrisburgh, and Washington, where he was cordially received by the President of the United States. On the 6th inst., he visited the Tomb of Washington at Mount Vernon.

THE PRINCE AT WASHINGTON, OCTOBER 6TH.

The account of the visit is given as follows: The day was all that could be desired—the finest that the Indian summer could give. Having carefully inspected the house, the Prince stood reverently uncovered in the room in which Washington died, looked at the piano which he presented to Mrs. Lewis, and examined the key of the Bastile and the other curiosities there. The party expressed their gratification at the taste and neatness displayed in the arrangement of the place, and then proceeded to the Tomb of Washington. The Marine band had arrived before them, and, concealed by a neighboring thicket, begun playing a dirge composed by the leader. The scene was most impressive. The party, with uncovered heads, ranged themselves in front of the tomb, so simple yet so grand in its associations, and looked through the iron grated door at the sarcophagus which contains the remains of the Father of his Country. Then retiring a few paces, the Prince, the President and the royal party, grouped in front, silently contemplated the Tomb of Washington. The occasion will become historical. A sad cloud softened the sunlight, the sweet, solemn strains of the beautiful dirge floated around, bringing unconscious tears to eyes unused to weep. Without royal state royalty contemplated the last abode of one who,

though once pronounced a rebel and a traitor by the very ancestors of the Prince, now ranks above all kings—the Father of a Country second to none. Around were the representatives of that aristocracy, which onced proclaimed every republican a traitor, now doing homage to the great representative republican. Next to the Prince stood the President of the United States, reverently bowing before the resting place of the first of rulers. Beside him were those who, in the last battles between England and this country, had taken a not unprominent part, while he himself had once borne arms against the very country whose future ruler was now his honored guest. What lessons all must have learned from this visit—what thoughts must have occurred to each—how all must have felt that, above all and over all, God reigns supreme, ordering events for His own wise purpose, and working miracles, not as once by His instantaneous word, but by the slower process of time. At the request of the Mount Vernon Association, the Prince planted, with but little formality, a young horse-chesnut tree, to commemorate his visit to the place. The tree was planted upon a beautiful little mound, not far from the tomb. This ceremony being over the party again stood for a few moments before the tomb, and then, turning away in thoughtful silence, slowly and silently retraced their way to the *Harriet Lane*.

While in Washington the Prince visited the various Public Buildings. At the Patent Office the party inspected first the model of Ericsson's engine. Models of printing presses and sewing machines were also inspected. The suit of clothes worn by General Washington, and the press used by Franklin, where then examined with much interest, and the party were then brought to the model of the Washington Monument. Their contributions were postponed however, to-some less public occasion. The Prince then left. An immense crowd gathered in front of the building, and cheered him as he drove off, accompanied by Miss Lane, to Mrs. Smith's Institute for young ladies, remaining two hours. They expressed themselves delighted with their visit. The Prince played several games of ten pins with Miss Lane, and laughed heartily at the sport.

THE PRINCE AT GIRARD COLLEGE, PHILADELPHIA. OCTOBER 10TH.

From Washington the Prince proceeded to Philadelphia, where by a circuitous route, best adapted to give him a good idea of the size of Philadelphia and of its principal characteristics, he was conducted first to Girard College, a noble educational institution, founded and endowed with $2,000,000 by Stephen Girard, for the education of youth. Built entirely of stone, it is one of the finest architectural buildings in America. When the Prince entered, the children were all engaged in their studies, and he would not allow them to be interrupted, requesting the teachers to proceed with the lessons as they would do if he was not present. Unable from want of time to visit the whole of the building, the central portion was alone examined. From the top of the landing a splendid view of the city was obtained. Much interested in the sight, he asked many questions about it, and pointing out the largest buildings which appeared, enquired what purposes they served. Among others he hit upon Independence Hall, the place from whence the Declaration of Independence was issued, and where now is enshrined the bell which rang out the first notes of defiance from the American people. On descending, His Royal Highness picked up a couple of chesnuts, and placed them in the ground opposite the house of the principal, Professor Allen. The compliment was appreciated. Should mother earth prove propitious and allow trees to spring therefrom, they will be carefully preserved as a memorial of the Prince's visit. From the College at a rapid pace the Royal party drove to the penitentiary, a very large stone building, with seven wings radiating from a common centre, built upon the "solitary system" plan. His visit had been anticipated, and many ladies, friends of the Warden, had voluntarily consigned themselves to imprisonment for a time, with a purpose perfectly clear. Several hundred convicts were in confinement. When opportunity offered they peered through the bars of their cells as the party passed, and manifested much anxiety to make themselves well acquainted with the personal appearance of His Royal Highness. The strictest silence was enjoined and observed. Several notorious criminals were pointed out to the Prince, and with one, Judge Vandersmith, he held some conversation. For what offence the man is confined I confess I neglected to enquire. He next proceeded to a cell once occupied by a German, mentioned by Charles Dickens in his "American Notes." The poor fellow during his confinement, to wile away the time, painted the walls very beautifully. The Baron made some enquiries as to his fate, but it appeared that since his discharge nothing has been heard of him.

THE PRINCE IN NEW YORK. OCTOBER 12TH.

The Prince reached New York from Philadelphia, and visited the Woman's Library and the University of New York. After it was known that His Royal Highness would visit the University, there was a meeting of the Council, and the following proceedings took place:—The Chancellor having communicated to this Council that the Baron Renfrew has accepted the invitation to visit the University this day with his suite, therefore

Resolved,—That the Council of the University of city of New York welcome every event calculated to cherish feelings of warm reciprocal regard, and to unite more closely in the ties of fraternal fellowship Protestant England and these United States.

Resolved,—That in view of the relation Baron Renfrew bears to the land which we still claim as "the mother country," and of his connection with the classic seats of learning which we admire and seek to imitate, the Council regard his visit to this country as eminently tending to promote objects so desirable, and we greet him with heartfelt welcome to our halls this day.

Resolved,—That as we are bound to England by the three-fold cord of ancestry, of language, and our "King James' Bible," we feel we are brethren, and may claim it as a right to rejoice in every testimony of respect paid by the sovereign people of this land to the representative and heir of England's model Queen.

The hour fixed for the reception of the Prince was 10 o'clock, and at that hour the Chancellor, other officers of the University, and students were arranged in the vestibule leading to the University chapel. They were attired in full academic costume, of black silk robes, with rosettes and ribbons on their left breast, and batons of polished wood and velvet in their right hand. On the Prince's arrival they formed a line from the street to the entrance of the chapel. At 20 minutes to 11 o'clock, the Prince entered the chapel, preceded by Chancellor Ferris, and followed by Lord Lyons, the Duke of Newcastle, members of his suite, and the faculty of the University. The Prince and suite, preceded by the Chancellor, entered the Chapel, and the Royal visitor was escorted to a chair, while the officers of the University ranged upon the right, and opposite the Royal party. The band upon the entrance of the Prince, played the national anthem of England, "God save the Queen." His Royal Highness was dressed in plain dress, and exhibited no insignia of rank; the members of his suite were also plainly attired. The Prince stood in front of his chair; Lord Lyons and the Duke of Newcastle standing a pace behind him on either side of the seats. The suite occupied positions on the platform to the right of the audience, the professors the left. The Chancellor attired in his robes and *chapeau de velours* (the only person covered) occupied the central or official chair, and read the following address of welcome to the Prince:

"BARON RENFREW—*Hon. Sir:* It is my privilege, in behalf of the Council and Faculties of the University of the city of New York, to welcome you to our marble halls, and to tender our gratulations that a kind Providence has been around and over and with you since you left your native country. We rejoice, and our successors will rejoice, that you were led to cross the broad Atlantic, before the responsibilities of life were assumed, and become acquainted with the condition of the Anglo-Saxon race in this great Western world. In our country you behold the eminently thriving state of a young branch of your own people. We are fond of tracing our origin to the same source, and to claim the interests of sons in the arts, sciences, and literature of the land of our forefathers. Your Bacon, your Shakespeare, your Milton, and the whole galaxy of glorious names on the scroll of your country, we claim as ours as well—their labors furnishing the treasures on which we freely draw, and the models after which we mould our culture—while to their shrines we love to make a scholar's pilgrimage. While you see among us numerous illustrations of substantial material progress, we are proud to ask your attention to our expanded system of edution. Our admirable common school systems (now very extensively introduced in the States) carrying, as they do, the advantages of substantial intellectual culture to the doors of the great masses necessarily bound to labour, are telling happily on the intelligence of the people. Placed, as I have been, in circumstances to see their workings, I am astonished as I attempt to recount to myself the results secured in the lapse of my own life. Our higher institutions of learning have risen in rapid successson, and constitute the crowning stage in the preparation for life. They are not grouped in a few towns or cities. They are found in what may be called central points to large populations, no city except New York having more than one for same curriculum of study. Our colleges and universities have risen to over 120; our theological schools to 51; our law schools to 19, and our medical schools to 41—all these being schools for professional preparation. I am happy in making you welcome to this University—an institution founded on the liberality of the merchants of this city, a princely set of men in the magnitude of their plans, and the munificence with which they sustain them. Here they have founded a practical institution, where the means of preparation for life shall be as varied as the wants of society demand. Here, besides the college proper, we have six professional schools or colleges, and on our records, during

the last study year, numbered 769 youths and young men. Our work has been pursued with a satisfactory degree of success for an institution founded 28 years since, while it has been our privilege to see most important contributions made by our professors to the general fund of social benefit. You will pardon us, that we refer with gratified feelings to the fact that this edifice was the birthplace of the electro-magnetic telegraph, our Professor Morse having, within a few feet of where we stand, made his first successful experiment, and passed over his wires of twenty miles in length the talismanic Eureka. In this building, also, by Draper, one of our professors, photography was first applied to the taking of portraits from life. Here, by means he discovered, was made the first picture of a human face by the light of the sun, while the thing was looked upon as chimerical in Europe. And under this roof, by the same Draper, were made all those experiments (now accepted by the medical profession all over the world,) which first demonstrated the true cause of the circulation of the blood, your own immortal Harvey having demonstrated its course. Allow me, honored sir, to tender through you our acknowledgements for the royal munificence of your government (first in the person of William, IV., and after him in the person of your venerated mother, whose name we all pronounce with admiration, republicans as we are) in most valuable governmental records, and to your royal observatories for their publications. Lastly, I beg to convey through you to the British scientists our special thanks for the very kind attention and abundant courtesies shown to our Draper on his visit to the annual meeting of the British Association last summer, at Oxford, and several institutions of learning. These things indicate the feelings which should animate the brotherhood of science and literature, and will burnish to a brighter lustre the chain which binds the two branches of a great family. Soon you will have accomplished the great object which brought you to American shores. Our prayer is, that the same gracious Providence which brought you here will, in perfect safety, convey you to your own land, and the loved circle which must have noticed with the deepest intentness of interest, your progress among us. I respectfully ask your attention to the action of our council in view of your visit."

Mr. Van Shaik then read the proceedings of the Council, given above, and the Chancellor introduced individually to the Prince, Professor Morse, Dr. Mott, and other officers of the university, and the faculties of the law and medical schools collectively.

Prof. Morse improved the occasion to address a few remarks to the Prince and suite upon the subject of the telegraph, so appropriately alluded to in the speech of the Chancellor. He spoke of the telegraph in its infancy, and alluded to the aid extended to the enterprise by English noblemen, at a time when it required fostering and cherishing. Among its patrons in those days were the Duke of Northumberland and the Earl of Lincoln, and it afforded him much pleasure to-day, after a lapse of twenty-five years, in the home of the telegraph, to welcome the present Earl of Lincoln in the person of the Duke of Newcastle.

The Prince and his suite then left the chapel and passed into the Woman's Library for a few minutes before proceeding to his carriage. As he descended the stairs, the students gave three hearty cheers with the climatric "tiger," which seemed to surprise him very much. As His Royal Highness left the platform, the band played "Hail Columbia." The Prince and party were next driven to the Astor Library, where they were met by the Principal of the Institute, who introduced him to several other gentlemen and the librarian. The people had assembled here also in great numbers and heartily cheered him, both as he entered and left the building.

Thep were next taken to the Cooper Institute, where Lord Lyons introduced him to the venerable founder, Peter Cooper, Esq., who presented to him the various officers of the institution. The party were then hurriedly escorted through the reading room, library, picture gallery, &c., the Prince leaning on the arm of Mr. Cooper. In the former were assembled several ladies and gentlemen who all rose as he passed through the room. The crowd in front of the Institute was very large considering the uncertainty of his visiting the building and were very enthusiastic in their cheers when he entered, but more especially as he was leaving. The party next visited the Free Academy in Twenty-third street, where he was received by the Principal, and introduced to the faculty and students.

The Prince and suite also went to the Deaf and Dumb Institute at Fort Washington. During his stay at the Institution several of the pupils gave exhibitions of their proficiency. Dr. Peet informed the pupils that Lord Renfrew had come to visit them, and requested them to write on the black-board anything that they deemed expressive of the high honor conferred on the institution. The following was one of the essays thus called forth :—"From the length and breadth of our land has rolled one glad acclaim of welcome to the heir of England and the son of her peerless Queen ; and though we may not join our voices in the glad roll of sound, our pleasure is not the less heartfelt, nor our welcome the less warm to him to whom the world looks as the future ruler of its mightiest nation, and the proud retinue of England and America's noblemen who accompany him here to-day. Others have expressed far better than it is given us to do, the objects of our institution, and the degree of success which has attended those who, in imitation of their Divine Master, have sought to give ears to the deaf and a tongue to the voiceless. And though the methods pursued in this country and in England may be different, the spirit is the same, and when again the white cliffs of Albion, as they rise from the ocean's blue, announce that "Merry England" is near, and the heart of our guest beats high with the glad greetings of his own people, we would wish him to remember that there are those among them who are silent because God hath sealed their lips." At the close of the exercises at Randall's Island the children of the Nursery and of the House of Refuge were drawn up in a line on the shore, and a huge banner, bearing the following inscription was fluttering :—"The children of Randall's Island, on behalf of their liberal protectors, welcome the representative of an honored land—Old England." The children shouted and waved their hands, and the Prince saluted them. At Ward's Island, the emigrants received him *en passant*, in the same way. The party re-entered their carriages amid loud cheers.

THE PRINCE'S TRIP TO BOSTON.

From New York the Prince proceeded to the Military Academy, at West Point, on the Hudson ; thence to Albany, Springfield and Worcester. An agreeable feature of the Prince's reception in the United States and in the British Provinces was the troops of merry faced and delighted school children, who greeted him at almost every stopping place. At Boston the children got a half holiday in honor of the visit, and at other places similar kinds of graceful compliments were paid to the Prince.

BOSTON SCHOOL MUSICAL FESTIVAL TO THE PRINCE. OCTOBER 18TH.

The most unique and graceful compliment yet paid the Prince was the school children's musical festival. The school children were ranged in four triangular rows of seats, all verging towards a common centre—the boys on the inside, and the girls on the outside —the dark clothing of the former relieving the brilliant toilette of the latter. A platform was prepared for the guests, while the spacious hall was densely packed with people. On the platform, besides the royal party, were Messrs. Everett, Hilliard, Agassiz, Emerson, Sumner, Winthrop, Holmes and Longfellow. The entrance of Mr. Hamlin, candidate for the Vice-Presidency, was the signal for subdued applause. The programme was short and the execution superb. Its chief feature was the singing of the following additional verses of the National Anthem, written for the occasion by the Poet Holmes.

OUR FATHER'S LAND.

God bless our Father's Land,
Keep her in heart and hand,
One with our own !
From all her foes defend,
Be her brave people's friend,
On all her realms descend,
Protect her throne !

Father, in loving care,
Guard Thou her kingdom's heir,
Guide all his ways ;
Thine arm his shelter be,
From harm by land and sea,
Bid storm and danger flee,
Prolong his days !

Lord, let war's tempest cease,
Fold the whole world in peace
Under Thy wings !
Make all thy nations one,
All hearts beneath the sun,
Till Thou shalt reign alone
Great King of Kings !

Thy choicest gifts in store,
On Queen Victoria pour,
Long may she reign !
May she defend the laws,
And ever give full cause,
To sing with heart and voice
GOD SAVE THE QUEEN !

When "God Save the Queen" was sung, all arose, and the allusion to the Prince's life and health was received with great applause. When he entered and when he retired, the boys clapped their hands and shouted in unison, while the girls waved their handkerchiefs. The Prince was delighted and gratified at the success of so novel and interesting an intertainment.

THE PRINCE'S VISIT TO HARVARD UNIVERSITY, OCTOBER 19TH.

While at Boston His Royal Highness visited this ancient seat of American learning. He entered Cambridge under a line of British and American ensigns streched across the street at the end of the bridge. He made a short deflection from a direct route to the college, passing over a portion of Broadway. On this avenue, three thousand of the school children of Cambridge were drawn up to receive him. Here the speed of the royal cortege was slackened, and the Prince graciously received the congratulations of the children. The young misses were particularly anxious to favor him with bouquets of flowers, and cast them in his path.

The arrangements for the reception at the University were exceedingly neat and appropriate. The government of the College received with dignified courtesy, the son of a Queen of a powerful empire. The students received him in their own way, and with an appropriateness that all can recognize. They had paraded in classes, under marshals, and marched and countermarched through the University grounds, the music of the band swelling through the academic groves. The Germanians never appeared to better advantage. The classes then took position in line at the gate of the University ground, forming two files, through which H.R.H. would pass on his way to the University Library, where the President and Faculty and Government of the University were in waiting to receive him. The welcome of the students was to "Albert Edward, the student of Oxford;" that of the Government and Faculty, of course, to the Prince of Wales. His Excellency the Governor, in company with distinguished gentlemen of the Prince's party, arrived in advance of the Prince, and they were cheered by the students as they passed through the files. At length, at a quarter to one o'clock, the Prince himself came near. As he met the students drawn up to receive him, they simultaneously waved their hats and gave him welcome in nine lusty and hearty cheers, which His Highness gracefully acknowledged, while the band, stationed on a platform, struck up the English anthem, "God Save the Queen." The Prince was driven to the College Library, where he alighted, the gentlemen in his train following him, while the students in line of march—and they marched like drilled cadets—brought up the rear. Here the Royal guest met President Felton, who escorted him through the library, first calling his attention to a collection of ancient documents, rare old books and coins, the property of the College. Among these interesting relics of the past, we noticed a copy of the Book of Psalms dated 1640, also the first book printed on this continent north of Mexico, and many valuable autograph letters. The members of the Faculty were then introduced, and chatted for a few minutes with the Prince, after which the whole party wrote their names in an autograph book. While in the library, the Prince was presented by President Felton with Quincy's History of Harvard College, exquisitively bound in two volumes. Upon one side were emblazoned the arms of the University, and on the other the crest and plume of the Prince. The President also presented him with a copy of "Folk Songs," selected and edited by John Palmer Wilson. The party afterwards visited in rapid succession Boylston and Holyworth Halls, and the Dane Law School building. They went into Holworthy Street, because the Prince expressed a desire to see one of the student's rooms. Taking their carriages at this point they drove to the Observatory, Lawrence Scientific School Museum, and inspected those buildings under the guidance of the President. During this interval the students formed a ring and sang "Auld Lang Syne," and called upon the Germanians for Fair Harvard. In the course of half an hour the Prince appeared again, and directed his course towards Harvard Hall, where a collation had been spread. He immediately took a seat at the table specially prepared for him, with Lord Lyons and President Felton on either side, his suite arranged themselves directly opposite. Mr. Everett, the venerable Josiah Quincy, his son, Governor Banks and the Mayors of Boston and Cambridge had seats at the Prince's table. There was plenty of talk, but no set speeches, and the whole affair was over in twenty minutes. The Prince had on plain clothes, and wore no decoration save the broad blue ribbon of the Order of the Garter. The collation was excellent, the dishes being well chosen, and tastefully arranged. The Prince soon rose, and after conversing with the gentlemen about him for a few moments, the carriages were summoned, and he departed for Mount Auburn amid great cheering, and the waving of handkerchiefs and English flags from Massachusetts. The students immediately rushed into the hall to secure mementoes of the occasion and a large bouquet directly in front of the Prince's plate was speedily disposed of among them, and the ladies outside were not forgotten in the distribution. We doubt whether the Prince has recived, in all his travels, a more cordial welcome, or one better conceived and carried out than that within the walls of old Harvard yesterday. The enthusiasm of the students was worth going a long way to witness. They entered into the spirit of the occasion with the greatest zeal; and while there was, of course, a strong desire to see as much as possible of the illustrious stranger, they treated him in the most respectful and gentlemanly manner.

THE PRINCE AT OTHER PLACES OF INTEREST IN BOSTON.

At Mount Auburn the Prince and party passed over a portion of the grounds and visited the chapel, where the statues of Adams, Story, Otis, and Winthrop, attracted the favourable attention of the company. The Prince then planted a purple ash and English elm in the grounds in front of the chapel, in the presence of a large number of people who had gathered around. From Mount Auburn the Prince went to Bunker Hill Monument, and entered their names in the visitors' book, when Mr. Ralph Farnham, the last survivor of the Battle of Bunker Hill was presented to the Prince. The Duke of Newcastle asked him if he saw Gen. Burgoyne at the time he surrendered? "O, yes," said Mr. Farnham, "and a brave officer he was, too." "But you got the best of him there," said the Duke. Mr. F. said that Burgoyne's supplies were cut off, and they were in a wretched condition. In speaking of the Prince, Mr. Farnham said, "I hear so much in praise of the Prince of Wales that I fear the people will all turn royalists." The remark was received with much merriment. The interview lasted about fifteen minutes, and was marked by the most cordial courtesy and good feeling. It was an interesting event to witness an old veteran of the Revolution, 105 years of age, shaking hands with a Prince whose *great great great great grandfather* was on the throne of England at the time he was born, and whose great great grandfather (Geo. III.) he contended against during the revolution. Mr. Farnham said that in common with all our countrymen, he desired to pay his respects to the Prince, to show that past animosities were forgotten, and he hoped never to be revived. The Prince presented his autograph to Mr. Farnham.

From thence he visited the Athenæum Library and the rooms of the Historical Society. In the evening he visited the Public Library on Boylston street. The Hon. Edward Everett, President of the Trustees, briefly welcomed the Prince and Lord Newcastle, and explained to them the object for which this institution had been established. The gentlemen of the Board of Trustees were then introduced, and also a number of the members of the School Committee. The Prince was then conducted through the different departments of the library, and expressed much satisfaction with their appearance.

THE PRINCE'S TRIP TO PORTLAND, OCTOBER 20TH.

The trip to Portland was a succession of popular ovations. The Prince, with unusual animation and wonderful gaiety, entered into the spirit of the day, and at every place stepped out upon the rear platform, and bowed smilingly and familiarly to the enthusiastic crowds. At Lynn three thousand school-children greeted him with cheers and flowers. At Salem the depot was decorated with flags and thronged with people. At Portsmouth the shipping was dressed and the crowd immense. Gov. Goodwin took the Prince by the hand and said: "Fellow-citizens of New Hampshire, I present to you His Royal Highness the Prince of Wales, and in your name I bid him a hearty welcome!" And so it was everywhere—a cheerful, hearty recognition of his presence, and the most enthusiastic, unaffected demonstrations of kindly regard. The Prince said he was not weary of his experience here, but was delighted, and approached his departure with mingled feelings of pain and pleasure. Mayor Howard received the Royal party at Portland, with a large military escort, and paraded them through the town, and thence to the *Great Eastern* wharf, where Admiral Milne and Commander Seymour met them. The fleet was lying about half a mile from shore, and the cutters were ready at the foot of the red-carpeted steps. An immense concourse of spectators thronged the side hill; the military drew up in line; the officials and reporters stood by the steps, and the royal party appeared. At last the Prince's barge, which bore his plumes on the front, and with Captains Hope and Cave standing at the tiller, started for the *Hero*, and instantly all the ships of the fleet manned their yards, and the guns thundered out a salute. This was repeated, the ship's bands playing "God Save the Queen," and "Hail Columbia." The Prince stepped on the *Hero's* deck at half-past four o'clock, where he was received with loud cheers from the sailors, and the Royal Standard run up to the main. The scene was most imposing. Many vessels were lying in the harbor, and these, with the wharves and vessels lying at them, were black with people, and the hills behind were literally covered, the gay dresses of the ladies giving them the appearance of being covered with autumnal woods. Still behind these, upon the summit of the hill, were hundreds of carriages, filled and covered with curious observers. The departure of the Prince deeply affected Lord Lyons, who remained upon the quay. A very marked compliment was paid to the American flag. The Prince was first saluted by the entire fleet; then the American flag was raised on the ships of the Admiral and Commodore, and saluted by the same. The vessels of the Prince's fleet set sail almost immediately. They were accompanied a short distance from the harbor by several sailing vessels and the steamer Wiston, loaded with spectators from Boston, and were saluted by Fort Preble as they passed. At length the journey homewards had been commenced. The sun is fast sinking in the west. The purple hues of the distant channel shores are deepening as the mighty vessels near the outlet, the summits of the hills are tinged with gold; the waters become darker, the sails of the vessels whiter by contrast. And as the light of day gradually declines, as the bright and glorious colours of nature gradually sober down, so gradually are the Royal ships lost to view, distance and

darkness combining to hide them from human sight. By six o'clock they were hull down upon the horizon, and at seven fishermen reported them out of sight. They steered direct for England, making no stoppages. The special port which they will make has not yet been decided upon, but the Admiral thought that they would land at Plymouth. The whole English Channel fleet is expected to meet them some distance outside the horbor, and receive them with royal honors. Let us trust that He who holds the waters in the hollow of his hand, will watch over the Royal boy, bring him in safety to the home of his fathers, and grant that he may become the pride and glory of the mighty empire he is born to rule.

THE PRINCE OF WALES' AMERICAN TOUR.

The following is a statement of the places of departure and arrival, with the number of miles travelled from place to place, together with the sum total in statute miles :—

Leave.		*Arrive at.*		*Miles.*
July 10,	Plymouth, Eng	July 20,	St. Johns, N. F.	—
" 26,	St. Johns, N. F.	" 30,	Halifax, N. S	900
Aug. 2,	Halifax	Aug. 2,	St. John, N. B.	120
" 7,	St. Johns, N B	" 9,	Charlottetown, P. E. I.	250
" 11,	Charlottetown	" 12,	Gaspé	200
" 13,	Gaspé	" 18,	Quebec	650
" 20,	Quebec	" 20,	Chaudiere Falls & back	30
" 23,	Quebec	" 24,	Montreal	170
" 29,	Montreal	"	Caughnawaga & back.	180
" 30,	Montreal	"	Sherbrooke and back..	50
" 31,	Montreal	Sept. 1,	Ottawa	180
Sep. 3,	Ottawa	" 4,	Kingston	101
" 6,	Kingston	" 6,	Cobourg	90
" 7,	Belleville	" 7,	Belleville	70
" 7,	Cobourg	" 7,	Toronto	70
" 10,	Toronto	" 10,	Collingwood and back.	190
" 13,	Toronto	" 13,	London	125
" 15,	London	" 16,	Chippewa	126
" 17,	Chippewa	" 17,	Queenston	10
" 18,	Queenston	" 18,	Hamilton	25
" 20,	Hamilton	" 20,	Detroit, Mich.	150
" 21,	Detroit	" 21,	Chicago, Ill	284
" 22,	Chicago	" 22,	Dwight	70
" 25,	Dwight	" 25,	Steward's Grove & back	30
" 27,	Dwight	" 27,	St. Louis, Mo	212
" 29,	St. Louis	" 29,	Cincinnati, O.	340
Oct. 2,	Cincinnati	Oct. 2,	Harrisburg, Pa.	615
" 3,	Harrisburg	" 3,	Washington *via* Baltimore.	123
" 5,	Washington	" 5,	Mount Vernon & back.	34
" 6,	Washington	" 6,	Richmond, Va.	130
" 8,	Richmond	" 8,	Baltimore, Md	150
" 9,	Baltimore	" 9,	Philadelphia	98
" 11,	Philadelphia	" 11,	New York	90
" 15,	New York	" 15,	West Point	51
" 16,	West Point	" 16,	Albany	99
" 17,	Albany	" 17,	Boston, Mass.	200
" 20,	Boston	" 20,	Portland, Me.	187
" 20,	Portland for England			—
	Total distance travelled			5,134

In the above recapitulation many of the places visited by the Prince, such as Niagara Falls, have been omitted, though they all appear in the chronological synopsis, as the Prince merely passed through such places, or paid them temporary visits without making them resting places for the night. Thus it will be seen what can be done by perseverance and punctuality in the way of really hard work, even by those reared as luxuriously as the Prince of Wales has been. This is an example which men of business may follow with profit.—It is a singular coincidence that the Prince arrived in British America on a 20th day of the month ; was at the Capitol of Canada on another 20th ; left Canada for the United States on a 20th ; and left America for England on a fourth 20th day of the month.

III.—PRINCE ALFRED'S VISIT TO THE CAPE OF GOOD HOPE.

Colonel Armstrong, a settler at the Cape, gives an interesting account of Prince Alfred's reception at Graham Town :—"Her Majesty will not be displeased when she hears an account of part of the Prince's body-guard ; seventeen ladies, well mounted, well equipped, and first-rate horsewomen, each wearing blue rosettes, with silver anchors, formed his guard, a daughter of mine having had the honor to belong to this corps, which his Royal Highness named 'Prince Alfred's Own Body-guard.' They escorted him to the quarters provided for him at the Lieutenant Governor's private residence ; there they were presented and received his most gracious acknowledgments. Next day there was a grand rural *fete* given at Oatlands. There were numerous processions, Wesleyan school children, and school children of other denominations, marching in ranks, well dressed, with ribbons and badges. Fingo, Kaffir, and Hottentot processions, well dressed, and most orderly in behaviour. We had lunch with the Prince in a marquee, and the dear little fellow was quite overpowered by the enthusiasm with which his Royal mamma's health was drank and the singing of the National Anthem by hundreds of school children and the colored people. He then planted an oak sapling in the Oatland's ground. His Royal Highness was drawn to the Lieutenant Governor's in a spider carriage by some hundreds of young men with paper lanterns fixed to their heads. The grace and distinguished propriety of bearing of the dear Prince have thoroughly won the hearts of all. He seems to know and feel the importance of his position, and yet there is such a modesty and condescension in his deportment that incline people to worship him as a being they had never before had sight of."

IV.—SKETCHES OF THE QUEEN AND THE PRINCE.

Mr. J. H. Siddons recently delivered a lecture in New York, in which he gave a sketch of the Queen and the Prince, as follows :—After a glance at her genealogy, an allusion to the general popularity of women as rulers in England, and to the disappointment of the British people on the death of the Princess Charlotte, Mr. Siddons stated that Queen Victoria was expressly educated by her mother, the Duchess of Kent, with a view to her future position. She was a very benevolent Princess ; when she rode abroad, her purse, however plethoric, always returned empty. She had a good appetite, which she retains to this day. Her intellectual and moral education was as sound as her phyaical one. Her mother inculcated in her love for the Protestant religion ; German was almost her nursery language ; she learned French and Italian perfectly, and knew a little Spanish. She was also an accomplished musician and vocalist. At the age of eighteen, on June 20, 1837, she became Queen, in consequence of the death of her uncle, William IV. The lecturer described the assemblage of the privy council, and read her Majesty's speech to them, in which she declared her love for, and devotion to, the British constitution. Twenty-three years have elapsed since that time, and in no one instance has she swerved from it. She was fortunate in Ministers. The agreeability, tact, good taste and worthy knowledge of Lord Melbourne were deservedly eulogized. He and the Duke of Wellington proved excellent advisers to the young Queen. They dined with her every day. Very soon Lord Melbourne thought it advisable that she should be married, and on his stating it in diplomatic language she did not understand him, and replied "let me have the Duke of Wellington !" Explanations being offered, she objected severally to her cousins of Cumberland and Cambridge, and suggested "poor Albert." It proved a happy choice, as the young Prince of Saxe Coburg and Gotha possessed all the qualifications necessary to make an excellent husband. It was said that the Queen manifested a penchant for Lord Elphinstone, but objection being raised to such a marriage he received the government of Madras. On the Queen's union with Prince Albert it was proposed to give him an income of £60,000, but on the motion of Joseph Hume it was reduced by one-half. The young couple started in life with a mutual income of $650,000. It was not too much ; they brought up their family without calling for a separate allowance for any of them. Mr. Siddons described the coronation and enumerated the remarkable men there assembled, telling an anecdote of Marshal Soult and Lord Hill, all foes who met on that occasion. He then depicted a day in the Queen's life. She rose at half-past six in summer, seven in winter, and always walked abroad, returning to morning prayers and breakfast, at which she ate heartily, and subsequently spent half an hour in the nursery. She next received the Master of the Household and decided what invitations should be accorded for the day, and then visited her aviary, menagerie, aquarium or stables. She was passionately fond of horses and a good rider. At eleven o'clock she accorded audience to the Secretary of War, the Home and Foreign Secrataries ; at twelve she drank Allsop's pale ale. At three she entered her carriage or rode on horseback, either visiting or on some errand of charity. An anecdote was related of her kindness and liberality towards Mrs. Warner the actress. The Queen also gave a medal to Florence Nightingale. Returning from her drive or ride, her Majesty dined in state. But that over, etiquette was dismissed ; in the drawing room the Queen played on the piano and indulged in German games. At eleven she retired. The Queen appeared fond of American ladies. Of the Prince of Wales a very erroneous impression prevailed. He was neither dull nor stupid, but a youth of the noblest disposition, and splendid education. Like his mother, he appeared delicate in youth ; it was feared that he might not survive. He carried his head a little on one side now. He spoke French, German, Italian and Spanish with fluency, besides being a good Greek and Latin scholar. He was well acquainted with the law and the fine arts, a good soldier theoretically, and a good horse-

man ; no wall or brook ever stopped him when he was on horseback. He danced enormously, like most of the English youths of the day, and was always guided by personal appearance in his choice of partners. The lecture terminated with an allusion to the friendly relations between Great Britain and the United States, which he thought the Prince's visit would still further establish.

V.—ANECDOTES OF HER MAJESTY THE QUEEN.

THE QUEEN'S RESPECT FOR THE MEMORY OF HER DRESSING MAID.

The Queen, while lately in Edinburgh, attended by an equerry and a lady in waiting, drove to a cemetery in the neighbourhood of the Scottish capital, to visit the grave of a young Italian dressing maid, who seems to have won, to a remarkable degree, the affection of her royal mistress. Whereupon an English paper says :—"England's Queen paying the heart's homage at the tomb of a humble domestic ! The spectacle was one of affecting interest, and will strike into the deepest recesses of the loyal hearts of Victoria's subjects."

THE QUEEN'S PROMISE TO THE SCOTCH LASSIE FULFILLED.

A correspondent of the Aberdeen *Free Press*, near Balmoral, states that several years ago her Majesty on leaving her Highland residence for the season, promised to Jenny ——, daughter of a cotter in the vicinity, to bring a toy to her next year. During the interval some very important State affairs passed and the Queen was over in France on a visit to the Emperor. The promise was all-but forgotten on the one side—that of the Highland girl ; not so on the other, for on arriving at Balmoral next season, her Majesty presented the humble lassie with the promised toy, remarking, "See, I have not forgotten you."

THE QUEEN CONFERS KNIGHTHOOD ON A COLORED MAN.

The Queen of England has recently honoured herself by conferring an unexpected honour upon one of the officers of the Colonial Government ; an honour such as never before was given by any British sovereign to such a British subject. In the Island of Jamaica, there has lived during the last sixty years a man whose life both in private and public has been singularly disinterested, unselfish, and heroic ; who in the beginning of his career, gave evidence of fine literary abilities ; but who earned his first title to the gratitude of good men, not by these, but by advocating, at the hazard of his life, a great and noble cause, in behalf of which, in the days of its early struggles, he brought upon himself an indictment for high treason, and narrowly escaped the scaffold ; and in behalf of which, in the more prosperous years which have succeeded, he has laboured incessantly for a more complete recognition before the world of the social and civil rights of his own race. He is an old man who has seen much service, and on whose gray head has now graciously fallen, from the Queen's hand, the honour of knighthood. We only add here that he is a negro ; one of the same blood with those whom our Chief Justice declares to have no rights which white men are bound to respect ; one of the same material of common human nature with those who are bought and sold as merchandize in Richmond and New Orleans ; one who has no more title to be called a man than if he had come from Congo in a slave ship ; but at the same time one whom the Queen of the first empire of the globe has found fit to welcome to the circle of her nobility, and whom the peers of her realm—styled "the first gentlemen of Europe"—are made to recognize as their equal, and to salute hereafter as Sir Edward Jordon, Knight of the Order of the Bath. Mr. Samuel Cockburn, a gentleman of color, and a Creole, of the Island of has Granada, been appointed Administrator of the Government of Montservat. —*American Paper*.

VI. Biographical Sketches.

No. 20.—SIR GEORGE SIMPSON, K.C.B.

In recording the death of one who occupied a high position amongst us, and who commanded, we may say, universal respect, we are anxious to gratify the natural wish of the public to know something of the personal history and career of the late Governor of Hudson's Bay. Sir George Simpson was born in Scotland, in the County of Ross, where he passed his youth. In the year 1809, he removed to London, and was engaged in commercial pursuits for the succeeding eleven years, during which period he was brought into communication with the late Earl of Selkirk, then the leading spirit of the Hudson's Bay Company, and, at the same time, engaged in philanthropic schemes for colonizing the territory under their control. At this period, the rivalry between the Hudson's Bay Company and the North-West Company of Canada was at its height, and the former Company very wisely made choice of the subject of this memoir to take a leading part in the fur trade. Mr. George Simpson sailed from England for New York in February, 1820, and in May following left Montreal for the Far West, spending his first winter at Arthabasca Lake, where he endured much privation, and carried on the competition with the North-West Company with the energy and success which characterised all his undertakings. The disastrous competition was terminated the following year by the coalition of the two companies, when Mr. Simpson was appointed Governor of the Northern Department, and subsequently Governor-in-Chief of Rupert's Land and the general superintendent of all the Hudson's Bay Company's affairs in North America. On attaining this position, the peculiar talents of the Governor became conspicuous ; he reconciled conflicting interests, abated personal jealousies, and established, by firmness and urbanity, a controlling influence which he retained to the last.

Sir George Simpson took great interest in the cause of geographical discoveries on the northern coast of this continent ; and to his admirable selection of leaders and skilful arrangements are due the successful expeditions under Messrs. Dease and Simpson in 1834-8, Dr. Rae in 1845-'53, and Messrs. Anderson and Stewart in 1855. For these services, and as a mark of general approbation, Her Majesty was pleased to confer the honor of knighthood on Mr. (thenceforward Sir George) Simpson ; soon after which he set out on his celebrated overland journey round the world, of which he subsequently published a very interesting narrative.

Sir George has latterly resided almost entirely at Lachine, near which village is situated the beautiful Isle Dorval, from whence, but a few days ago, came off the canoe expedition given by the Hudson's Bay Company to His Royal Highness the Prince of Wales. The last public act of Sir George Simpson's long and active life was to receive as a guest the heir apparent to the throne of England ; and it must be gratifying to his family and friends to know that the Prince graciously acknowledged the attentions shown to him by Sir George, and that the noble Duke who presides over the Colonial Department availed himself of the opportunity afforded by personal communication to express the high opinion entertained by himself and Her Majesty's Imperial advisers of Sir George's long continued, skilful and successful administration of one of the most extensive provinces of the British Empire.—*Montreal Herald.*

No. 21.—THE HON. PETER McGILL.

Death has been busy of late among the leading men of Montreal. Within a few months the Hon. John Molson and Sir George Simpson have been borne to their last resting place, and to-day we have to perform the mournful duty of announcing the decease of the Hon. Peter McGill. Few men have been longer in business in Montreal, few have occupied a more prominent position among her public men, and none, we venture to say, have been more beloved. Mr. McGill was born in Galloway, at Newton Stewart we believe, in August, 1789, and was in his 72nd year at the time of his decease. He came to this country in the year 1808, and has been a resident here fifty-two years. He then bore the name of McCutcheon. He became a clerk in the counting-house of Messrs. Parker, Gerrard, Ogilvy and Co. Later he entered into business on his own account as a member of the firm of Porteous, Hancox, McCutcheon, and Cringan. In 1819 he became a director of the Bank of Montreal. In 1824, upon the decease of his uncle, the Hon. John McGill, a member of the Legislative Council of Upper Canada, he became heir to his large estates in the Western Province, and assumed his name. About the same time he formed a new business connection with Mr. Dowie, of Liverpool, and with him carried on business for some years as McGill & Dowie, the name of the firm being subsequently changed to Peter McGill & Co. In good or bad times alike the credit of the house was unimpeachable. In 1830 Mr. McGill became Vice-President of the Bank of Montreal, and in 1834 President, an office which he held for 26 years—until June last. In 1832 he was called to the Legislative Council of Lower Canada, and in 1838 became an Executive Councillor also. After the suspension of the Constitution in 1837 he was made a member of the Special Council to which were entrusted *pro tempore* the duties of legislation, and on the subsequent restoration of the Constitution and union of the Provinces was made a Legislative Councillor for United Canada. In 1843 he was offered the Speakership of that body by Lord Metcalfe. The Hon. Messrs. Viger and Quesnel waited upon him at the time and stated his acceptance would be received with favor by the French Canadian members of the Council. The offer was then declined for private reasons, but was accepted in 1847 when offered by Lord Elgin with a seat in the Cabinet, and was held till 1848, when Mr. McGill returned with his colleagues of the Conservative Government. In 1836 he was elected President of the Constitutional Society, and continued to serve in that capacity during the years of strife which followed. During the

rebellion, in his capacity of Executive Councillor and Magistrate, he was in constant communication with the Government respecting the measures to be pursued, and was an active promoter of the subsequent union of the Provinces. In 1849 a new city charter was granted to Montreal, under which the Mayor was appointed by the Crown. Mr. McGill was induced to accept the office. In 1834 he was elected Chairman of the St. Lawrence and Champlain Railway Company, and served in that capacity until the completion of the road between Laprairie and St. John in 1838. In 1835 the Montreal St. Andrew's Society was formed and Mr. McGill elected its first President, and annually re-elected till 1842. He was re-elected by acclamation in 1845. He was elected President of the Montreal Auxilliary Bible Society in 1834, and served as such till 1843. He was for sixteen years a Governor of the University of McGill College, Montreal; and was also a Trustee of the University of Queen's College, Kingston. He had been for many years a Governor of the Montreal General Hospital; and was President of the British and Canadian School Society of Montreal. He was a Director of the Grand Trunk Railway Company, and Chairman of the Canada Branch of the Colonial Life Assurance Company. He served for one year, 1848, as President of the Montreal Board of Trade. Mr. McGill was for many years a zealous Free Mason, and in 1846 was appointed, by the Earl of Zetland, Grand Master of England, Provincial Grand Master for Montreal and William Henry, and in 1847 Provincial Grand Superintendent of Royal Arch Masonry in the Province of Canada. For many years past Mr. McGill had been suffering from diseased action and enlargement of the heart. Within the last three years the disease had so impaired his strength as to unfit him for active business. In June last he finally retired from the position he had so long and so ably filled in the bank. A few days ago it became evident that the end of his sufferings was approaching. On Thursday evening the Rev. Mr. Snodgrass was with him offering the consolations of religion. He was in full possession of his faculties to the last, and at about one o'clock yesterday a.m., he passed peacefully, resignedly, and hopefully away to his final rest.

The brief record we have given above will tell readers who were strangers to him how much of the esteem and confidence of his fellow citizens, and of the government of the country, he possessed, but it can not tell them what all who enjoyed his acquaintance knew —how kindhearted and benevolent he ever was. No one ever solicited his aid to a good cause and went away rebuffed. An evening contemporary (*The Witness*) truly says of him:—"Of unsullied honour and integrity in all his transactions, Mr. McGill was one of those merchants of whom it is emphatically said, their word is as good as their bond. And his expenditures and subscriptions on all occasions were characteristic of a Merchant Prince. Mr. McGill always cherished a deep respect for sacred things, and at a time when working on the Lord's day was common in almost every counting-house in Montreal, he would not give in to the pernicious custom, but took his place in the little Presbyterian Church, of which he was a member, and, we believe, an elder." There are none in Montreal who would not at any time have rejoiced at any accession of good fortune to Mr. McGill—none who will not hear of his death to-day with deep regret. He was bound up with the interests of the city by almost innumerable ties. His active business life here covered more than half the period which has elapsed since Canada became a British Colony. In his death one of the few remaining golden links that bound us to the business and public men of the last generation is broken. It is for us to mourn; but for himself we have good cause to hope that the many earthly honors he won here, during a life prolonged beyond the Psalmist's allotted "three score years and ten," have been exchanged for a greater reward which will not pass away.

No. 22.—A. F. HOLMES, ESQ., M.D.

The Montreal *Pilot* announces the death of Dr. A. F. Holmes, which took place suddenly while he was in the act of writing out notices for a meeting of the Professors of McGill College. He had only written three of them when he folded his hands on the desk, and, in a moment after, fell from his chair on the floor, and died, aged sixty-three years, instantly. Dr. Holmes was, with one exception, the oldest medical practitioner in Montreal, and possessed a large practice. He was one of the original founders of the Medical Department of the University of McGill College, and has lived to see it survive difficulties which at times seemed insurmountable, and to take a position as a medical institution second to none on this continent. He has been for many years, and was at the time of his death, Dean of the Medical Faculty of McGill College, and Professor of the Theory and Practice of Medicine in the same institution. He was for several years prior to his decease President of the Bible Society of this city, and was an ardent laborer in the cause of religious and social improvement, an honest, enlightened man, and a liberal, devout Christian.

No. 23.—HERBERT INGRAM, ESQ., M.P.

The death of Mr. Ingram and his son, by drowning, in the ill-fated steamer *Lady Elgin*, took place while he was on a tour to the Western States. Mr. Ingram was born in the town of Boston, England, where he followed the business of a printer, until he obtained a situation as news agent in Nottingham. It was while residing there, and acting in that capacity, that he first conceived the idea which led to the establishment of the *Illustrated London News*. Gifted with an active temperament and that determined energy which, if it does not always command, at least contributes so materially to success in all undertakings, Mr. Ingram carried his idea into execution, and about eighteen years ago published the first number of that journal, which in its latter years is said to have realized him the princely income of £30,000 sterling per annum. The *Illustrated London News* was the first of its peculiar class, and the artistic merit brought to bear on its illustrations of current events, combined with the known and acknowledged talent of the gentlemen entrusted with its editorial management, contributed to render it what it is at the present time, despite the efforts of innumerable imitators in England and America, none of which, however, can at all bear comparison with the original from which they derived their inspiration—one of the most successful journalistic enterprises of the day. Mr. Ingram was much respected among a large circle of friends; he was a man whose moral character stood deservedly high, whose business habits were strict and punctual, and whose intellectual acquirements were varied and extensive. He represented his native town in the Imperial Parliament, and also filled a magisterial chair. The visit to Canada was prompted by a wish to witness the reception which Canadians would accord to their Prince, and to view this country and the adjoining States—a wish which has had such a melancholy and mournful termination.

The body of Mr. Ingram was sent to England for burial, and on the day of the funeral all the shops and dwelling-houses throughout the town were closed, all business being suspended; the vessels in the port had their colours hoisted half-mast high, and half minute bells tolled from all the churches throughout the city. The whole line of route, from the market place to the cemetery, two miles and a half in length, was lined with crowds of interested spectators, the windows and roofs being also similarly occupied. The number of persons in deep mourning was considerable, both high and low, young and old, scarcely an individual but exhibited some article of mourning, if it was only a black velvet or silk rosette, or a black ribbon on a coloured bonnet. Many persons came to the funeral from various outlying parts, the deceased being generally known and respected in the Lancashire and Midland counties, as well as the Lincoln district. Altogether, there could not have been less than 16,000 to 18,000 persons present, about one-tenth of whom followed the hearse.

VII. Papers on Practical Education.

1. EDUCATION OF BOYS AND GIRLS IN THE SAME SCHOOL.

The following report on this subject was adopted at the recent meeting of the N. Y. Teachers' Association:—It is the professed object of every system of public instruction to promote the most general diffusion of knowledge among the people, and the best intellectual development, and highest moral culture of the youth of our country. In order to accomplish this purpose, schools of different grades are established and there arises the question of vital importance, "What is the best principle upon which to separate our many thousand scholars into classes, and classes into schools?" At present there seems to be no fixed standard. In our cities and larger towns we find schools devoted exclusively to boys; others to girls; some to colored children; and others still, in which the distinctions of the sex and color are not regarded. In most country schools the children of the district are admitted indiscriminately to its privileges.

When the farmer prepares his wheat for market he puts it into sacks, according to its quality; when the miller sends out his flour it is judged by its quality; when the merchant selects muslin he examines its texture; when the mechanic is about to build a house he chooses his tools according to his work. So in every pursuit, the primary object to be accomplished is made the fixed standard, and all secondary circumstances are made to conform thereto. The work of the teacher is with the *mind*. As the little seed, cast into the earth, receives therefrom the elements that promote its growth, and expands into the blade of grass, the flowering shrub or the noble tree, so the mind of the child entrusted to the keeping of the teacher, receives by his aid—a knowledge of reading and writing —the corner stones of future acquirements; of mathematics, which reveals the wonderful relations of number, and strengthens the rea-

soning faculties; of the sciences which teach power, wisdom, and love of the Creator; and of the languages which open other fields of study. All this knowledge is acquired by the intellect. Yet minds differ in readiness and capacity to receive, and only those that are equal should be made to work together. But the laws of mind are not changed when this immortal part is placed in a body enveloped in a dark-hued skin, therefore should colored children share all the educational privileges which our state affords. In so far as our system fails to secure to them those advantages, thus far does it come short of the moral height which it might reach. As long as it puts them aside as unworthy to associate in learning with white children, so long will this more favoured class fail to comprehend the simple but important idea of the equality and brotherhood of man, and by the just law of compensation, what they gain in pride of complexion, they lose in magnanimity of soul.

We have to consider still another point, which is the separation of the sexes. The same methods of instruction, the same analyses, the same drills must be employed for the one as for the other, and God lends a helping hand to the teacher, by having established a subtle yet powerful, mutual influence that quickens the intellect of each in the presence of the other. Therefore by separating them, our system fails to promote their best intellectual welfare. On this point, Mr. Stowe, a celebrated Glasgow teacher, uses the following language: "The youth of both sexes of our Scottish peasantry have been educated together, and, as a whole, the Scotch are the most moral people on the earth. Education in England is given separately, and we never have heard from practical men that any benefit has arisen from this arrangement. Some influential individuals there mourn over the prejudice on this point. In Dublin a larger number of girls turn out badly who had been educated alone until they attained the age of maturity than those who were otherwise brought up—the separation of the sexes has been found to be injurious. It is stated, on the best authority, that of those girls educated in schools or convents apart from boys, the greater majority go wrong within a month after being let loose in society and meeting the other sex. The separation is intended to keep them strictly moral, but this unnatural seclusion actually generates the very principle desired to be avoided. We may repeat that it is impossible to raise the girls as high, intellectually, without boys as with them, and it is impossible to raise boys morally as high without girls. The girls morally elevate the boys, and the boys intellectually elevate the girls. But more than this; girls themselves are morally elevated by the presence of boys, and boys are intellectually elevated by the presence of girls. In the Normal Seminary at Glasgow the most beneficial effects have resulted from the more natural course. Boys and girls—from the age of two or three years to that of fourteen or fifteen—have been trained in the same class room, galleries and play grounds without impropriety, and they are never separated except at needle work."

Human nature is the same everywhere, and what is true for Scotland is true for New York. It is a question that demands serious consideration on the part of those who superintend the educational interests of our state. Social position, color, sex—all these are circumstances that do not affect the mind's claims to physical, intellectual and moral culture, and can not, with justice to scholars, be considered in their classification. We ask your thoughtful attention to the proposition that mental equality only should be made the basis of gradation in our public schools.—*New York State Teacher.*

2. A WORD TO YOUNG TEACHERS.

In the first place, make your *school-room* as attractive as possible. If your windows have no curtains, garnish them as often as twice a week with fresh green boughs. Mention it to your pupils once, and you will see with what alacrity your boys will cross even the ten acre lot to bring them for you; and you will see, too, how much better the same boys will study, sitting beneath their friendly shade, than with the hot sun pouring its rays upon their defenceless heads.

And do not chide them if they occasionally look up from their books, and cast a glance to where the sun, shining through the green leaves, has paved the floor with curiously wrought mosaic. They love to look upon beauty as well as you, and such a glance refreshes them.

Then, if you have no vase, bring a pitcher to put flowers in. If it be minus the handle, and with a broken nose, never mind. A skilful arranging of the flowers will conceal these defects, and you will see with what pride and pleasure the little girls will keep it filled for you, how they will look up from their lessons to catch a sight of the flowers *they* put in, and, refreshed with the bright colours and beautiful forms, they will go to their study with a new zest. And if one little fellow, with a more loving heart than discriminating taste, should bring you his chubby hands full of stemless dandelions, accept the gift with as pleasant a smile, and as hearty a "Thank you, Charley," as if they were moss-rose buds, and do not disdain to place them in your broken pitcher, although they should hide some more ambitious flower. Place them, too, where Charley can see them, and some of the sunshine from their golden petals will enter into his soul, and beam out upon his face, and you will find that b-a ba, k-e-r ker, is mastered with much less difficulty than you had thought possible.

When the recitation in geography comes on, take imaginary travels, with your class, upon the map. Stop at every point of interest upon the way, bring out their slender stock of historical and local knowledge, and draw pretty largely upon your own. The eager faces and concentrated attention will tell you that pleasure is combining with profit.

In arithmetic, after the regular lesson is finished, exercise your ingenuity in proposing questions which shall have something for the result which is of practical interest to themselves; such as their own ages, the number and ages of their brothers and sisters, etc., and you will find that the arithmetic hour has passed before you had thought it begun.

In studying the spelling lesson, send your class to the board. Let them select the most difficult words, and write or print them on it. When the class comes to recite, you will find those words are not among the misspelled.

Do not think you must confine your teaching to the branches you profess to teach. Informal teaching is often the most effectual. If a butterfly or bee flutters in and alights upon your nosegay, call the children around it; teach them to admire its many-coloured wings, or the wonderful provision made for extracting and carrying honey; show them the uses of the various parts, and their adaptation to each other; tell them some story of the butterfly or bee—and it will ever after have a new interest for them.

Take the little flowers in your hand—tell them the names and uses of the different parts—(for children love to learn the names of beautiful things)—bid them find out and tell you the points of resemblance or of difference between any two—and, before you are aware, you will have a school of little naturalists, if not as scientific, at least as enthusiastic, as were ever Linnæus, or Audubon, or Agassiz.

And, more than all, you will find that, not only your own time and theirs has been fully occupied, and that four o'clock, instead of lagging half an hour behind your wishes, comes a full hour too soon, but that you have implanted within them the germs of those close habits of observation and nice powers of discrimination, which shall be worth more to them than all the facts they have acquired.

Think, not, then, your station an insignificant one, though not a dozen little ones come around you daily for instruction. By coming into such contact with them, your power over them for good is immeasurably greater than that of those who have hundreds under their charge, and consequently must have but an imperfect knowledge of the needs and capacities of each individual. Only do your work faithfully and well, and yours will be a bright crown of rejoicing at the last.—*Michigan Journal of Education.*

VIII. Miscellaneous.

1. NAPLES.

UNIVERSITY COLLEGE, TORONTO, PRIZE POEM. BY MR. J. M. BUCHAN.

O Naples, beauteous Naples, sunlit land!
The fairest land of all fair Italy!
Upon thy face has Nature's bounteous hand
Scattered profuse those things that pleasant be,
And lacking there is nought but liberty;
No loss to slavish men, unused to toil,
Cursed with o'er pleasant clime, o'er fruitful soil.

The fiery Greek set foot upon thy shores,
And poisoned by thy air forgot his fire;
The Punic general's troops of swarthy Moors
Here wintering first of war began to tire,
Their country fell a prey to Roman ire,
And ruined Carthage reads this lesson there:
"How vain is human strength and human care."

Since first the Roman trod the Appian way,
Since first Vesuvius poured its molten sea,
Of ev'ry conqu'ring race thou'st been the prey,
Goth, Saracen and Norman came to thee
In turn to rule and then enslaved be;
These revolutions mark with bloody stains
The weary annals of thy tyrants' reigns.

Thus has it ever been. Shall it thus be?
A race of slaves by coward despots ruled,
Shall ye possess the land from sea to sea?
A childish race by mere gewgaws be fooled,
By sad experience, aye, untaught, unschooled,
The victims of some cunning trickster's schemes,
While ye are lost to earth in wild day-dreams.

Or is thy time to come? Or is it now?
Thou did'st not strike the blow that made thee free,
But thou may'st make some other despot bow,
And free a brother race from tyranny,
And a united Italy yet see
Dictating to her warlike neighbours peace,
And reaping of her fields the large increase.

Hail, Garibaldi! freedom's truest son,
The liberator of thy native land,
Thus far thy course successful hast thou run,
Run on, run on, and be at thy command
Full many a watchful eye and faithful hand.
Hail, Garibaldi! sounds from many a shore;
Let tyrant despots quake that shout before.

2. RIVAL ENGLISH DICTIONARIES.

Dr. Johnson published his great work first in 1755—a work which did more to settle the external form of our language than any other—and in it he truly says: "No Dictionary of a living language ever can be perfect, since, while it is hastening to publication, some words are *budding*, and some are *falling away*." It is needless to say how rapidly the "budding" process has been going on since his day, and what advantages each lexicographer possesses over his predecessor. Similar language applies with almost equal force to orthoepy, or the pronunciation of the language. John Walker published his celebrated critical pronouncing Dictionary in 1791. He had been a teacher of elocution among the higher classes of London, and had enjoyed peculiar advantages for studying the best usage. These opportunities he carefully improved, and in his new work made pronunciation his chief study, his design being, as he expresses it, "principally to give a kind of history of pronunciation and to register its present state." In fact he holds the same rank as an orthoepist that Johnson does as a lexicographer, and almost all subsequent compilers have largely taken advantage of the labours of these two distinguished men. During the present century many English Dictionaries have appeared both in Britain* and in the United States; but the two which divide public favour in America at present, are those of Dr. Webster, of New Haven, and Dr. Worcester, of Cambridge. The former of these appeared first in 1828, in two quarto volumes, and a new edition followed in 1840. An edition revised and enlarged by the late Rev. Chauncey A. Goodrich, D.D., of Yale College, appeared in 1847, in a large quarto volume. And a still later *pictorial* edition has been issued by the Messrs. Merriam of Springfield, Mass. Unquestionably greater pains have been taken with the *definitions* in this work, and if in this respect, Worcester excel, it may fairly be asked whether the improvements are not in some measure attributable to the fact that Worcester succeeded Webster. Important changes were made by Webster in the orthography, changes which are of two kinds, and which rest on different grounds. He rejected the *u* from such words as *favour*, *labour*, &c., and changed the terminations of certain words in *re* into *er*, as *centre*, *metre*, &c. Further, in adding to a word the formatives *ing*, *ed*, *er*, a single consonant if one precedes, is doubled when the accent falls on the *last* syllable, as in *forgetting*, *beginning*, &c., but it is not doubled when the accent falls on any of the preceding syllables as in *benefiting*, *gardening*, &c. Dr. Worcester published his "Comprehensive pronouncing and explanatory Dictionary of the English language" in 1830, and his Quarto Ditionary was published just 30 years after, on the 3rd January of present year. This splendid work, containing about 104,000, words was issued from the publishing house of Swan, Brewer & Tileston, of Boston, and had all the advantages of the personal oversight of the author, beautiful typography and pictorial illustration. Its claim to superiority over that of Webster, chiefly rests on its having adopted the English standard of orthography and orthoepy—in this respect meeting the views of Everett, Webster, Irving, and a majority of the literary men of the United States—in the better discrimination of the slighter and more obscure sounds of the vowels, giving in the "key" to the system of notation seven different sounds of *a* (three more than Webster,) five sounds of *e* (three more than Webster,) five of *i* (two more than Webster,) six of *o* (one more than Webster,) six of *u* (three more than Webster,) and four of *y*; in the copiousness of technical terms in the Arts and Sciences, and in these being illustrated by numerous diagrams and pictorial representations. We understand that an edition of Webster has also been published with pictorial illustrations, so that this can no longer be regarded as in the catalogue of improvements.—*Abridged from the Globe.*

* The most important English publications of the kind, are Blackie's *Imperial Dictionary* in two volumes, and the celebrated *Critical Dictionary* of Dr. Charles Richardson, in two volumes. The philological and scientific copiousness and accuracy of this latter work is as yet unapproached by any of its competitors.—Ed. *Journal of Education.*

IX. Short Critical Notices of Books.

—— Worcester's Pictorial Dictionary. Boston: Swan, Brewer, and Tileston. 4to. pp. 1,854.—This is the great rival dictionary of Dr. Webster's, and it is in every way worthy of such a competitor. The two Dictionaries are American publications; but, taken as a whole, we regard Worcester's as much superior to Webster's. Worcester's is not only based upon the British standard of orthography (which is yet the only acknowledged authority in the British Empire), but, in the classifications and arrangement of its materials, Worcester's is much more convenient and satisfactory to students and scholars than is Webster's. Thus in Webster's, the Illustrations, Table of Synonyms, and the Appendix of New Words, are separated from the body of the work; while in Worcester's they are all combined in the work itself. The incorporation of the Synonyms in their appropriate places in the body of the work, is a peculiar and admirable feature in Worcester's Dictionary. The largeness and clearness of the type, the size of the pages, and the quality of the paper, as well as the number of pages in the book, are altogether in favour of Worcester's. The whole number of pages in Webster is 1,750; in Worcester, 1,854: while each page of Worcester is nearly one-fourth larger than that of Webster's, which amply compensates for the compression of matter by means of the smaller type in Webster's. In one or two features, however, we regard Webster's as better than Worcester's. For instance, the engravings in Webster's, although chiefly copied from *Blackie's Imperial Dictionary*, are larger and finer than those in Worcester's. Into the matter of comparative definition we will not enter; although, after a careful examination, we find the definition of some words in Worcester's neither so critically accurate nor full as the corresponding definition in Webster's: but this is fully counterbalanced by a like superiority in some of Worcester's definitions. It may be proper to state, that both dictionaries are supplied to public libraries, schools, and teachers, at the Educational Depository.

—— Studies in Animal Life.—By G. H. Lewes. New York: Harper and Brothers.—This is quite an interesting book, on a most agreeable subject. The studies of animal life are not only too often neglected but are considered as unattractive and useless. The perusal of this book, illustrated as it is with excellent wood-cuts, cannot fail to awaken an interest in the study itself, as well as in the habits, instinct, and character of the animal world around us, and lead the eye "to look from Nature up to Nature's God."

—— The Queens of Society.—By G. and P. Wharton. New York: Harper and Brothers.—This is a very handsome one volume edition of the work to which we referred on page 143, of last month's *Journal*.

X. Educational Intelligence.

CANADA.

—— University College Convocation.—The annual Convocation of this Institution took place on the 24th inst., Rev. Dr. McCaul presided. The proceedings commenced with the admission of undergraduates, who were called forward by the Registrar. Dr. McCaul addressed a few words to the gentlemen before him, urging upon them the importance of improving to the utmost the educational facilities which University College afforded to them. Mr. J. M. Buchan, who had carried the prize for English verse, was then called to the dais, and recited, with much animation and grace, the poem which had obtained for him the prize At the close of the recitation, he was very warmly applauded. The subject of the poem was "Naples." The various Professors then presented the successful competitors, in their several departments with the prizes they had gained. The following is the list of those who obtained prizes and certificates of honour:—*Greek and Latin.*—4th Year—J. T. Fraser, prizeman. 3rd Year—W. A. Reeve, prizeman; J. B. Ross. 2nd Year—S. Woods, prizeman; W. G. Crawford, W. Tytler, G. Cooper. 1st Year—A. M. Lafferty, prizeman; G. Kilpatrick. *Logic.*—J. M. Buchan, prizeman. *Metaphysics and Ethics.*

—4th Year—L. O. Ogden, prizeman. 3rd Year—G. Grant, prizeman; C. McFayden. 2nd Year—J. M. Buchan, prizeman. 1st Year—W. G. McWilliams, prizeman. *Chemistry.*—4th Year—J. J. Wadsworth, prizeman; W. Sinclair. 3rd Year—A. Grant, prizeman. 2nd Year—W. M. Roger, prizeman; J. Hubbert, W. Tytler. 1st Year—R. Harbottle, prizeman; T. W. Wright, G. Kilpatrick, W. B. McMurrich, J. Shaw. *Mathematics and Natural Philosophy.*—4th Year—A. McMurchy, prizeman. 3rd Year—D. Ormiston, J. H. Thom, prizeman. 2nd Year—J. London, prizeman; J. Fisher. 1st Year—A. M. Lafferty, prizeman; T. W. Wright, E. Frisby. *History.*—D. Ormiston, prizeman; W. A. Reeve, G. Grant. *English.*—J. A. Boyd, prizeman. *History and English*—3rd Year—S. Woods, prizeman; J. M. Buchan, W. M. Roger. 1st Year—W. G. McWilliams, prizeman; J. M. Gibson, W. Oldright, R. Harbottle, G. Kilpatrick. *Prize Composition.*—J. M. Buchan, prizeman. *Natural History.*—4th Year—W. Sinclair. 3rd Year—A. Grant, prizeman. 1st. Year—W. B. McMurrich, prizeman. *Mineralogy and Geology.*—4th Year—J. J. Wadsworth, prizeman; W. Sinclair. 2nd Year—W. Tytler, prizeman; W. M Roger, J. Hubbert. *Modern Languages.*—4th Year—J. A. Boyd, prizeman. 3rd Year—J. Turnbull, prizeman; D. Ormiston. 2nd Year—S. Woods, prizeman. 1st Year—W. Oldright, prizeman; W. B. McMurrich, J. Shaw, W. Mulock, G. Corbet, W. G. McWilliams. *Meteorology.*—J. J. Wadsworth, prizeman. *Oriental Languages.*—4th Year—J. White, prizeman. G. Grant, prizeman; J. M. Gibson, prizeman; *Occasional Students.*—H. Gracey, prizeman; S. Young, prizeman; W. Lindy. *Agriculture.*—J. Wanless, prizeman. *Special Prizes.*—Established by the College Council, and awarded by the College Literary and Scientific Society. Public speaking, J. A. Boyd, prizeman. Public reading, W. M. Roger, prizeman. English essay, J. M. Gibson, prizeman.

Dr. McCaul in presenting the prizes in Greek and Latin, and Logic, took occasion to remark on the importance of having the foundation well laid previously in a competent knowledge of grammar, in order to erect a satisfactory superstructure of classical attainments in such an institution as this. In such an institution grammar was taught with disadvantage to the teacher, and with unquestionable detriment to such students as entered college with a sufficient knowledge of it. He was glad to find that the Grammar Schools held a distinguished position at the last examination of the University. The Barrie Grammar School bore away four scholarships —the Toronto Grammar School two—and a new and formidable competitor had appeared in the Model Grammar School, now for the first time sending up students. (Applause.)

Dr. Beaven in presenting the prizes in Metaphysics and Ethics, said that with regard to the special subjects of his (Dr. Beaven's) department, he he would say that the more one became acquainted with the prevailing currents of thought in Europe and America, the more he would see to be necessary a knowledge of the philosophy of the ancients and moderns, as a foundation to the knowledge of law, morals, and politics. There was indeed no department of life where deep thought was required, in which some knowledge of the philosophy of the ancients and moderns was not of the highest consequence. According as different schools of thought prevailed in philosophy, so different systems would be found to prevail in theology and politics. On the last occasion of this description, he had adverted to the possible danger of philosophical studies, and no doubt there was a danger if persons over-rated the powers of human reason in matters beyond reason—if, indeed, they did not acknowledge the fact that there were some things beyond reason. There could be no doubt that for some years past there had been an increasing tendency on the part of enquiring minds, both in Europe and America, to subject revelation to the government and criticism of reason. But the more thorough the study of philosophy the more was it seen that divine revelation stood the test of every sort of enquiry. The deeper they went into philosophy, the more thoroughly was it shown that there were elements of thought in which the human mind must be content to sit as a learner and to receive its teachings from divine revelation itself. He might instance the attempt of the human reason to understand God, the attempt to lay down from reason what must be the nature and workings of the Divine Being. That subject was investigated with great zeal and in various directions in Germany. It was Kant, a German, however, who first began to show effectually that there were limits to the enquiries of reason, and that reason fell into great contradictions when it attempted to surpass those limits This was made more thoroughly manifest by our own countryman, Sir William Hamilton, who received his education in the University to which he (Dr. Beaven) had the honour to belong. The same thing was done to a still greater extent by Mr. Mansell in his late Bampton lectures. Criticism might find points on which some weakness might be seen both in Hamilton and Mansell's investigation. Still the proof had been made out satisfactorily and on the grounds of philosophy itself, that limits must be put to the exercise of human reason. Other distinguished men had been devoting the strength of their intellects to the same enquiries. It was evident then that the study of philosophy did not necessarily lead to scepticism. He believed that on the contrary it might be pursued to its profoundest depths, with the fullest and the greatest reverence.

Professors Croft, Cherriman, Wilson, Hincks, Chapman, Forneri, Kingston, and Hirschfelder, in presenting the prizemen in their several departments, made remarks complimentary to their diligence and attainments.

Dr. McCaul, in presenting the special prizes awarded by the College Literary and Scientific Society, for public speaking, public reading, and the best English essay, said he had much pleasure in doing so, on account of the great practical importance of the subjects. He need not say of what immense importance public speaking was in any country, and especially on this continent, where persons in almost every position were called upon at times, without preparation, to address public meetings. With regard to the English composition, he need only say it was essentially the characteristic of a gentleman; and in regard to public reading, he remarked that it was at once an agreeable and a useful accomplishment, of which, he was happy to say, they had had a good specimen a short time since within these walls, when they were honoured by the presence of the Heir to the British Crown—(cheers)—who was able to show, by his own practice, the advantages of reading with clearness, with emphasis, and with unaffected grace. (Cheers.)

Concluding address, by Dr. McCaul.

The distribution of prizes having been completed, Dr. McCaul said: Ladies and Gentlemen,—According to the usage which prevails on occasions such as the present, of closing the proceedings by some remarks relative to the condition and prospects of the institution of which we are celebrating the anniversary, I purpose occupying your attention for a few minutes, while I briefly refer to the subject I have named. But before I do so, in order to remove a misapprehension which seems to prevail very generally even among those who ought to be informed, I must explain the distinction between the two institutions whose home is within these walls, —the University of Toronto, and University College, Toronto. It was in the year 1827, that His Majesty George IV. chartered the institution called "King's College," at Toronto—then called York. For ten years no step was taken to carry the patent into effect. In the year 1837, an Act of the Legislature was passed, amending the royal charter, and it is probable the institution would then have been brought into operation, had it not been for the troubles of the winter of that year, which entirely prevented anything of that sort being done. It was not until the year 1843,—sixteen years after the charter had been granted,—that the institution then called King's College was brought into operation; and June the 8th is the honoured anniversary of the opening of the institution. Six years afterwards,—in 1849,—an Act of the Legislature was passed, abolishing the name of King's College, and abolishing the Faculty of Divinity; and the institution then received the designation of the University of Toronto. Under that statute the institution was conducted for four years. In the year 1853, another statute of the Provincial Parliament was passed; and the institution originally called King's College. but then called the University of Toronto, was broken into two establishments,—one the University of Toronto; and the other University College, Toronto, whose anniversary we are now engaged in celebrating. The statute of 1853, also provided for the abolition of the Faculty of Law and Medicine,—the Faculty of Divinity having been abolished in 1849. In this institution then—University College—there is but the one Faculty of Arts, with the departments of Civil Engineering and Agriculture. There are no students in law and none in medicine, recognized as such; although gentlemen pursuing these studies attend such classes as may suit their purposes. By all these statutes making these changes, the endowments which had been graciously given us by George IV. remained untouched, and up to the present day remain untouched; but it is no longer under the control of any of the academic bodies, but of a bursar, appointed under the great seal of the Province, by the Governor of the Province, the property being vested in the Crown as Trustee. The office of the University of Toronto is simply to prescribe subjects for degrees, to appoint examiners, to conduct examinations, and to confer degrees, scholarships, and certificates of honour on those entitled to them. But there is no instruction or teaching of any

kind given in the University of Toronto. All such instruction or teaching is given in University College. Having made these preliminary remarks, I would turn to the statistics, which will give the best idea of the condition of University College. As I have said, the institution in its present form was established in 1853. I cannot give the statistics of 1853, because that was a year of transition, and nothing could be inferred from them. In 1854, we had but 28 matriculated students in attendance. I omit reference to occasional students—I mean those who have attended particular classes without going through the whole course as matriculated students—because it may be justly said that their numbers would furnish no test of the position of such an establishment as this. It is exceedingly desirable they should attend. We rejoice to see them attend in the numbers they do; but I omit them on this occasion that I may put the statistics in the simplest and fairest form. The numbers of the matriculated students, then, have been:

In 1854 28	In 1856 37	In 1858 68
1855 35	1857 56	1859 80

And at the commencement of the present academic year, 1860, the students who have matriculated reach the number of 110. (Cheers.) In 1854, counting all students, occasional as well as matriculated, the number was 110. In the present year we have precisely the same number of matriculated students as we had then, counting all who came to the classes, whether matriculated or not. I think this justifies me in saying, that the course of this institution has been prosperous, and that we have gained in the confidence of the public. (Cheers.) Dr. McCaul then replied to the assertion that the College was mainly for the benefit of Toronto residents, by showing that less than one-third of the students were permanent residents in Toronto. He claimed that it was at once a Provincial and a non-denominational institution, as had been intended by the legislature. No fewer than fifteen religious denominations were represented among the present 110 matriculated students. Of the fifteen, eight had but one representative each Of the other seven, the following were the members:

Presbyterian, 52, viz.:—		Methodists* (of all kinds)..	15
Free Church	25	Baptists (of all kinds)	3
United Presbyterian..	16	Congregationalist	2
Church of Scotland*.	11	8 other denominations, 1 each	8
	— 52		
Church of England*	30	Total.....	110

As regarded the prospects of the institution, if they looked at its present position as a guarantee of what it might yet attain to, he thought they would be justified in saying that the prospects of the institution were very good. But it must be borne in mind, that, during the past year, a movement had been set on foot by two very important religious denominations in this Province, calculated to shake the stability of this institution. He felt himself called upon to advert to this, on account of the position he held as head of University College, and also because, unfortunately, he could not leave his work here to take the place which might have been expected of him, before the committee of the legislature, last winter, before the committee abruptly broke up. He approached the subject with very considerable regret—regret that he should be placed in a position of antagonism to two bodies, with many of whose members he had long been on terms of friendly intercourse, and for whom he had entertained the highest respect—the two bodies also having educational institutions, of which during the whole course of his duty in this Province, even when the storms blew fiercest with regard to academic reform or academic change, he had never—even during the heat of argument—uttered one derogatory word, or even penned one line that was unfriendly to them. It was unnecessary that he should advert to the charges against the University. He had only now to deal with charges against the institution of which he was the head. The College Council, neither collectively nor individually, were responsible for the charges brought against the University. They were not responsible, for example, for the standard which had been selected by the University, nor for the too liberal use of options, nor for some of the members of the Council being placed on the Senate of the University. There could not be a doubt that it was the intention of the Legislature, by passing the act of 1853, that the University should be non-denominational, and form, as it were, the highest of the series of educational institutions of the country; and in this connection he must say, whatever differences might now exist between them, that the thanks of every lover of education, were due to the Chief Superintendent, Rev. Dr. Ryerson, to whose valuable aid and constant care we are indebted for a system of education—the establishment of which did honour to the country. (Applause.) He (Dr. McCaul) would ask the warmest advocate of a change in the University, to test the allegations that have been made, and if there were evils he believed they would be remedied. He would never shrink from what was called innovation, provided it accomplished good. (Applause.)

[Dr. McCaul, in the course of this address, defended the College very courteously against other charges made against it; but into the merits of such a discussion it is not the province of this Journal to enter.]

Three hearty cheers were then given by the students for the Queen; three for the student of the second year, H.R.H. the Prince of Wales, and three for the ladies, and the proceedings terminated.—*Globe and Leader reports.*

—— Recent Matriculation into University College, Toronto.—We give an extract from the class-list showing the honour-men in the various departments: *Faculty of Arts.*—Greek and Latin Classics. Class I: Connor, Robertson, and Wilson *æq.*, and Vandermissen. Class II: Snyder, Alexander, and Small, *æq.*, Rutledge, and Glassco. *Mathematics.*—Class I: Magee, Lount, Robertson, and Synder, *æq*, Rutledge and Wilson, *æq.*, Young, and Johnston. Class II: Gundy, Croly, McEwan, Malcolm, Glassco, and Seymour. *English.*—Class I: Ballantyne, Jones, Johnston, and Connor. Class II: Small, Young, McEwan, Glassco, Cleary, and Malcolm, *æq.*, Robertson, Alexander, and Thornton. *History and Geography.*—Class I: Cleary, Robertson, Young, Johnston, and Connor, *æq* Class II: Malcolm, Thornton, Small, Ballantyne, and Jones. *French.*—Class I: Cleary, Small, and Ballantyne. Class II: Wilson and Vandersmissen, *æq.*, Young, and Rutledge. *Faculty of Medicine.*—Greek and Latin. Class II: Whiteside. *Mathematics.*—Class I: Whiteside, Standish, and Harley. *English.*—Class II: Milne, Bell, Whiteside, Sinclair, Sparrow, and Harley. *History.*—Class II: Sinclair, Milne, Whiteside, Sparrow, and Harley. *Chemistry.*—Class I: McLaughlin, Ramsay, Sinclair, Whiteside, and Harley. Class II: Milne, Hornibrook, and Sparrow. *Natural History.*—Class I: Milne. Class II: Ramsay and Sinclair. *Scholarships in Arts.*—Greek and Latin. 1. Connor, 2. Robertson. Mathematics: 1. Magee, 2. Lount. General Proficiency: 1. Snyder, 2. Wilson, 3. Rutledge. *Scholarships in Medicine.*—1. Whiteside, 2. Harley. *Civil Engineering.*—Irwin. *Agriculture.*—Terrill.

—— Toronto Grammar School.—Some of the pupils of Dr. Howe—Head Master of this school—have again distinguished themselves. At the late examination in University College, four of them matriculated. Three of these obtained first class honours, and the remaining one took a general proficiency scholarship; dividing in this latter respect the honours with numerous competitors.

—— Victoria Street School, Toronto.—Amongst those who passed the entrance examinations of University College, was one of the pupils of the Victoria-street school. This speaks very favourably for our Common schools, and the efficiency of the teacher of that particular one.

—— Barrie Grammar School.—Eight of the pupils of the Barrie Grammar School matriculated at the late University examinations in Toronto. Seven of these obtained first class honours, and four carried off scholarships.

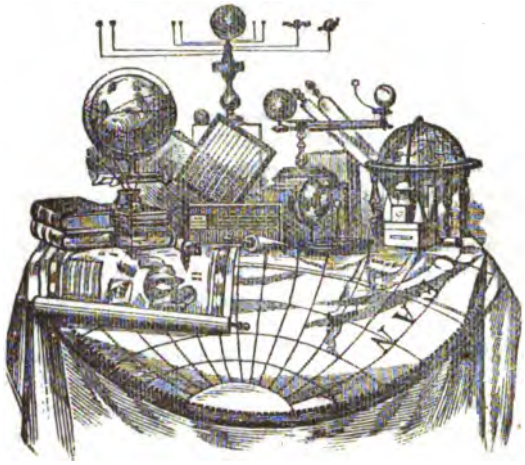
—— Model Grammar School.—Thomas J. Robertson, Jr., late *dux* of the Model Grammar School, has, besides carrying off a classical scholarship in University College, obtained first-class honours in three out of the four departments in which he competed.

—— Agriculture and Education.—John Wade, Esq., at the close of his address before the the Provincial Agricultural Association, thus refers to the system of Public Instruction in Upper Canada: "Having mentioned along the way a few of the difficulties that beset the path of the person who attempts to carry out the principles of high farming, I would still urge him to keep his standard high, and by diligent perseverance the end will be obtained; and under the benign rule of our gracious Queen, and under her liberal Government, the farmer of Canada has nothing to fear. Our educational institutions are second to none in the world—where our youth can have all the advantages, at a cheaper rate, obtained from such institutions, than anywhere else. Our country is young, and full of elasticity. Our lands are fertile; and by following the steps of other nations who have arrived at success, and the blessing of Divine Providence upon our efforts, we have before us a brilliant future."

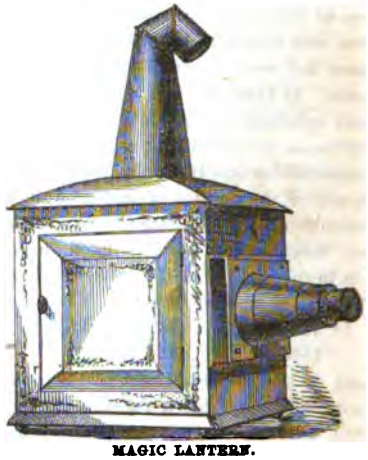
* As these three denominations have University Colleges of their own, it might be interesting to know how many of the numbers here given reside with parents or friends in Toronto,—independently of those who are influenced by the joint attraction of University Prizes and Scholarships.



GLOBE WITH HIGH WALNUT STAND.



SPECIMEN SCHOOL APPARATUS OF CANADIAN MANUFACTURE.



MAGIC LANTERN.

SCHOOL MAPS AND REQUISITES OF CANADIAN MANUFACTURE,

FOR SALE TO PUBLIC SCHOOLS,

AT THE DEPOSITORY, IN CONNECTION WITH THE EDUCATIONAL DEPARTMENT FOR UPPER CANADA.

CANADIAN ROTARY MAP STANDS.

National Series, No. I., 10 Maps, $38.
Do do No. II., do do.
Smaller Series, No. I., 10 Maps. $34.
Do do No. II., do do.

Separate Maps, mounted on rollers and varnished, as follows:

National Map World, $3.50; Europe, Asia, Africa, America, Palestine, England, Ireland, Scotland, United States, Canada, &c., $3 each; size of Map, 6 feet 3 inches by 5 feet 6 inches.

Canada School Room Map of Europe, Asia, Africa, America, Palestine, England, Ireland, Scotland, Canada, &c., $3.38 each; size of Map, 4 feet 2 inches by 3feet 6 inches.

Set of Maps in Case:
Series No. I., 10 large Maps, $24.
Do No. II., 10 small do $16.

Beautifully Raised Maps of Modern Italy, Modern Greece, Italia Antiqua, Grecia Antiqua, &c., showing the physical features, $15 each.

GLOBES in various styles, viz.:

Thirty-inch Terrestrial Globes, with Walnut Stand and Quadrant, $65.
Eighteen-inch Globes, high Walnut Stand, with Compass and Quadrant, per pair, $90.
Eighteen-inch Globes, low Walnut Stands, per pair $70, singly $36.
Twelve-inch Globes, high Walnut Stands, with Compass and Quadrant, per pair $35, singly $18.
Twelve-inch Globes, low Walnut Stands, $14.
Six-inch Globes, low Walnut Stands, $6.
Six-inch Globes on Bronzed Stands, with brass semi-frame meridian, $2.
Six-inch Globe on Walnut Stand without meridian, $1.50.
Three-inch Hemisphere Globes. 75 cts.
Six-inch Solar Telluric Globes, with Text-Book, $7.50.

Canadian Astronomical Apparatus.

New Canadian School Planetarium, on high walnut stand (same as 12-inch Globe) with brass sun, ivory moons, &c., $16, low stand, $12.50.
Celestial Sphere with 6-inch central Globe, $6.
Improved Tellurian, brass sun, day circle, &c., on handsome bronzed pedestal stand, $12.
Brass Geared Tellurian, with Sun, Moon and Earth, $6.
Lunarian for illustrating phases of the Moon, &c., 75 cts.

NATURAL PHILOSOPHY.

MECHANICS.

Mechanical Powers, with explanatory card and box, $17.50.
Collision Balls, mahogany stand, 5 by 17 inch balls, $3.50.
Bent Lever, $1.50.
Centrifugal Machine, $9.75.
Inertia Apparatus, 60 cts.
Wooden Model of Lock, $1.80.
Model of Screw, $1.75.
Geometrical Forms and Solids, $1.75 and 3.75.
Numeral Frames, 75 cts., $1.25 and $1.50.

STEAM.

Sectional Models of Condensing and Locomotive Engines, various prices.

PNEUMATICS.

Air Pump, barrel 7 by 2 inches; plate 8 inches; basement walnut, $22.
Guinea and Feather Apparatus, $4.50.
Sliding Rod, with Packing Screw, &c., $1.20 and $1.60.

ELECTRICITY.

Electrical Machine; plate 12 inches, $19.
Electrical Orrery, $1.25.
Electrical Inclined Plane, $3.60.
Thunder House, $1.
Leyden Jars, $1.25 each.
Diamond Jar, $3.60.
Dancing Image Plates, $3.30.
Plain Discharger, $1.25.
Universal Discharger, $6.50.
Insulated Stool, $1.60.
Electrical Pistol, $1.20.
Aurora Borealis Apparatus, $2.10.

ELLECTRO MAGNETISM.

Sulphate of Copper Battery, $6.
Apparatus for the Decomposition of Water, $4.20.
Oersted's Magnetic Experiment, $2.
Electro Magnet and Keeper, $1.50.
Helix and Bar, $3.60.
Horizontal Revolving Armature Bell Engine, $12.

OPTICS.

Camera Obscura, $2.25.
Magic and Phantasmagoria Lanterns, from $6.50 to $30 each.
Astronomical, Zoological, Geological and other sliders.
Chromatropes, &c., for the above, at various prices.

CHEMISTRY.

Alcohol Blast Lamp, $2.50.
Pyrometer, $4 40.
Funnel Holders, various prices.
Universal, Vertical and other supports.
Boxwood Thermometers, from 38 cents each.

NOTICE IN REGARD TO PUBLIC LIBRARY BOOKS, SCHOOL MAPS, APPARATUS, AND PRIZE BOOKS.

The Chief Superintendent will add one hundred per cent. to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal or School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipality or Trustees, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of books, maps, or apparatus to be sent, can always be made by the Department, when so desired.

NOTE.—Before the order of the trustees can be supplied, it will be necessary for them to have filled up, signed, and sealed with a *proper corporate seal*, as directed, a copy of the Form of Application. On its receipt at the Education Office, the one hundred per cent. will be added to the remittance, and the order, so far as the stock in the Depository will permit, made up and despatched. Should the trustees have no proper corporate seal, the Department will, on the receipt of $2 additional, have one engraved and sent with the articles ordered.

*** If Library or Prize Books be ordered, *in addition* to Maps and Apparatus, *it will be necessary to send not less than $5 additional* for each class of books, with the proper forms of application.

☞ The one hundred per cent. will not be allowed on any amount less than $5, which must be remitted in one sum. Text-books cannot be furnished on the terms mentioned above. They must be paid for in full at the net catalogue prices.

THIS DAY IS PUBLISHED,

Price Twenty Cents,

A SUMMARY OF CANADIAN HISTORY,

FROM THE TIME OF CARTIER'S DISCOVERY TO THE PRESENT TIME; with Questions adapted to each paragraph, for the use of Schools.

BY J. A. BOYD, B.A., TORONTO.

JAMES CAMPBELL,

And all Booksellers in Canada.

Toronto, October, 1860. 10ls. 3ts. ond. pd.

ADVERTISEMENTS inserted in the *Journal of Education* for twenty-five cents per line, which may be remitted in *postage stamps*, or otherwise.

TERMS: For a single copy of the *Journal of Education*, $1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

All communications to be addressed to J. GEORGE HODGINS, LL.B., *Education Office, Toronto.*

LOVELL AND GIBSON, PRINTERS, YONGE STREET, TORONTO.

JOURNAL OF EDUCATION,

Upper Canada.

VOL. XIII. TORONTO: NOVEMBER, 1860. No. 11.

CONTENTS OF THIS NUMBER.

	PAGE
I. RECENT EDUCATIONAL SPEECHES IN ENGLAND AND CANADA—(1) The Right H. Lord Brougham. (2) The Right Hon. Sir John Coleridge. (3) The Rev. J. Travers Lewis, LL.D. (4) The Rev. W. H. Checkley, B.A. (5) Mr. Angus McKinnon	161
II. BIOGRAPHICAL SKETCHES—No. 24. Joseph Locke, Esq., M.P. No. 25. The Right Hon. James Wilson. No. 26. The Hon. John Macdonald, of Gananoque. No. 27. The Hon. Peter Boyle De Blaquiere	166
III. PAPERS ON PRACTICAL EDUCATION—(1) Guard against Monotony in School Exercises. (2) School-House Influence on the Morality of our Schools. (3) Condition of our School-Houses. (4) How to make Desks and Seats. (5) Programme for Drawing	168
IV. PAPERS ON COLONIAL SUBJECTS—(1) Imperial Table of Colonial Precedence. (2) Influence of Public Works on Property: The Welland Canal. (3) The Canadian Veterans of 1812. (4) Barnett's Niagara Falls Museum. (5) Bishop's College, Lennoxville	170
V. PAPERS ON PHYSICAL GEOGRAPHY—(1) The Saguenay River of Canada. (2) First Discovery of the Great Salt Lake in Utah. (3) Vegetation at the Red River. (4) Marvels of the Mississippi	171
VI. MISCELLANEOUS—(1) The Death of Wolfe. (2) Sir Isaac Brock, "The Hero of Upper Canada." (3) Directions from a Father to his Son, on his entering into Mercantile Business. (4) A Score of Impolite things. (5) The Oxford Middle Class Examinations	173
VII. EDUCATIONAL INTELLIGENCE	174
VIII. DEPARTMENTAL NOTICES AND ADVERTISEMENTS	176

RECENT LITERARY AND EDUCATIONAL SPEECHES IN ENGLAND AND CANADA.

1. THE RIGHT HON. LORD BROUGHAM, LL.D.

THE PROGRESS OF SOCIAL SCIENCE.

Lord Brougham delivered the inaugural address before the Association for the promotion of Social Science in Glasgow, on the 24th ult. In his introductory remarks, he said:—In the outset of our proceedings we are naturally led to mark the progress of social science in past times, as well as its state at this day. The novelty of the name to designate what was before unknown in its various branches proves how little till of late years men had devoted themselves to these inquiries in the aggregate, although particular subjects might more or less have engaged the attention of different classes without regard to the relation subsisting among them. But, indeed, we cannot go far back in the history of statesmen and lawgivers, and of the community at large, without the conviction that the attention of any class fixed exclusively upon one or other of the branches is only to be observed in the more recent period of our social annals. We shall best ascertain the progress of our science by casting an eye over the history of the parties which have divided both the rulers and the people, and observing what attention was given to it, and how far it entered into their controversies. That men of rare endowment flourished in those times—indeed of the highest qualities ever displayed in public life—is undeniable; and that their talents fitted them for government in an extraordinary degree is as certain as that by their eloquence they were masters of debate. Besides Walpole, there were Cartaret and Pultney, of first rate distinction as orators—nay, Bolingbroke, according to all tradition the very first of modern times. But their lives were in council devoted to the intrigues of party, in the Senate to party eloquence, in office to preserving all things as they had found them; and when Lord Chatham, somewhat later, was at the head of affairs, either in opposition or in the minority, not only were his whole attacks upon his adversaries confined to purely party grounds, but his own policy shows him so little in advance of his age, that, as regarded France, it was grounded upon the narrow, antiquated notion of natural enmity; and, as regarded America, upon the equally narrow and antiquated notion of natural sovereignty. To work out those great principles—to attack all invasion of the one either in alliances or in war, and of the other in government, was the object of his public life. Yet so powerful is habit, such the force of routine, he seemed wholly unable to comprehend that it is our first duty by all means to cultivate peace with our nearest neighbour, as the first of blessings to both nations, each being able to do the other the most good in amity, the most harm in hostility; but he could only see glory, or even safety, in the precarious superiority grasped by a successful war. In like manner, as often as the idea of American independence crossed his mind, he instantly and utterly rejected it as the destruction of our national existence, instead of wisely perceiving that to become the fast friends of the colonies which we had first planted and long cherished under our protection, would benefit both ourselves and them the more by suffering them in their full growth to be as independent as we had always been. Was Lord Chatham singular in those feelings? Not at all; but he was not at all wiser than others. The American war had raged for years before the word separation crossed the lips of any man in either House of Parliament—the mismanagement of the war and ill-treatment of the colonists being the only topics of attack upon the Government from those whose averred object was to prevent the necessity of separation. But out of this war and this revolution arose fundamental differences of opinion upon the great questions of allegiance, of popular rights, and, generally, of civil liberty—opinions caried still further by the greater Revolution (not unconnected with that event) which convulsed Europe a few years later; and parties became marshalled according to principles thus entertained by many, professed by more; and the end of the century was distinguished, as had been the greater part of the century before, not by the absence of all party and personal combination, but by important principles on matters of Church and State becoming the ground

of attachment or opposition to persons, or of the ties that held parties together. But in the course of time, and improvement of men's views touching their real interests, their attention was turned to opinions and principles among the most important of all, but on which the leaders of particular classes could not fasten so as to appropriate them, because they so plainly concerned the whole community, or were of such unquestionable soundness and truth that no dispute could arise respecting them, any diversity of views being necessarily confined to points of detail, and, consequently, they were placed beyond the field of party conflict. The duty and the expediency of philanthropic policy in one sense comprises all the subjects belonging to this class; but even in a more restricted acceptation it embraces some of the most remarkable. One characteristic of these opinions has just been noted, their not lending themselves to party controversy; another and equally striking is their being held by those who had no special interest in them.

ERRORS IN EDUCATION—DISPARITY BETWEEN THE NUMBERS OF TEACHERS AND PUPILS—EMPLOYMENT OF EDUCATED WOMEN.

After alluding to the necessity of public education, his Lordship continued:—There are two subjects of a more general description, one of which has often come under discussion, and is not unattended with difficulty: but the other of great importance, and by no means of difficult consideration. A great error was at one time committed, at the establishment of schools upon the plan of Bell and Lancaster. The facilities afforded for teaching great numbers under a single master gave rise to a prevailing impression that cheapness of instruction could best be secured by these means, and there was too great a disposition to make this the ruling principle. But experience has proved, what a little reflection might earlier have shown, the great advantage of numerous teachers. In truth, this is essential, not only for securing thorough instruction, but for maintaining that discipline, that influence of moral authority which is the most important benefit conferred by attendance upon a school. It is to be hoped that the whole of this subject will be fully considered by the department, and the facts, which are the result of men's actual experience, be gathered together, and the inferences to which that experience leads be distinctly pointed out. But though education and training, imparting sound knowledge, religious and moral, and exalting the character, as of rational beings, is the most important of all our duties towards the humbler classes of our fellow-citizens, it is by no means to supersede the care of their temporal welfare, or to be taken as a substitute of that other imperative duty. A wide field is thus opened to social science, and it is one which only in modern times has received any cultivation. Count Rumford was a great benefactor to the world in promoting the more important of its branches. His plans, for the most part, were well devised to increase the comforts of the poor, and, carried into execution while he held high court and military employment in Bavaria, deserve the greatest of attention; and the study of his essays, in which they are minutely detailed, is a duty incumbent upon all well-wishers to the prosperity and the peace and order of society. The subject hardly to be surpassed in importance, the employment of educated women, was discussed at the last congress, and a society was soon after formed for promoting it. Last Easter it became connected with this association; and the laudable exertions of Miss Bessie Parkes, whose interesting paper had mainly led to its formation, and of Miss Faithful and of other fellow-labourers in this good work, have alrady been attended with marked success. Several papers upon various views of the subject will be read at this meeting. It may now only further be stated that the meeting held in last June, presided over by Lord Shaftesbury, was very numerously attended. The great object of finding employment suitable to educated women was fully considered, and our secretary, Mr. Hastings, took a prominent and useful part in the discusion. Among other occupations, law-engrossing, book-keeping, and printing may be mentioned as well fitted for educated women. The printing press, conducted under Miss Faithful's superintendence, has been eminently successful, and since the meeting in June has received a high sanction of the Queen's approval, signified in a gracious letter by Her Majesty's commands. It is very gratifying to find that the experience of this press has removed most, if not all, the objections which were at first raised against the plan. It is fit to add that the energy, perseverance, and discretion of Miss Faithful have mainly contributed to this happy result.

---

2. RIGHT HON. SIR JOHN COLERIDGE.

TENDENCY OF THE TIMES AND THE CONSEQUENT NECESSITY FOR EDUCATION.

Sir John Coledridge, in a recent lecture at Tiverton, "on Public Schools," commenced his remarks by an observation which he had made before, and he repeated it now, *that the irresistible tendency of the times was not so much to increase education as to bring into activity the political power* of what were called the lower classes of the country. This was so marked a tendency, it was so regular in its advance, so vigorous in its springs of action, that it could not be overlooked. It therefore became their duty to strive to make the classes in question fit to exercise the functions cast upon them. Again, in order for the other classes to preserve their places in society, they must be diligent in their own education. It would not do to rest upon tradition or upon privilege, for if they still desired to lead they must make themselves fit to be leaders. They must strike out with the most skilful swimmers in the race. While all around the underwood of the forest was making vigorous shoots, their own growth must not be neglected, lest they were overgrown. Let them feel no dismay, for the stream which might overwhelm if they attempted to stop it would become a source of abundant blessing if they directed its course aright; but the ability to do so could only come by diligent self-culture.

CHARACTERISTICS OF ETON COLLEGE EDUCATION.

The greater public schools of the country were more especially the subject of his lecture, but, as he had abandoned the idea of including the Universities, so he should confine his remarks and illustrations principally to Eton—not merely because he knew more about it than any other, but partly because he conceived, from its size and composition, it was at once the most important and complete of its class. With regard to Winchester, Harrow, Rugby, and other schools, their merits were well and widely known, and they had reason to be proud of their distinction. Tracing the origin of Eton to Henry VI., and giving an elaborate sketch of the history and character of the school, the Right Hon. Gentleman said that Eton and her fellow-institutions had ever fulfilled, and were still fulfilling, their glorious mission; adapting themseves in form to the changing manners of the times, but always preserving their identity and spirit. Every educational institution had its idea—that which, so long as it was consistently carried out, influenced all its details. The idea of Eton was the union of liberty of action and independence of thought in the boy with that maintenance of discipline and subordination without which no school could exist, much less the scholars maintain progress in learning. Many of the schools seemed to have their idea founded upon the problem, how much of restraint and discipline was consistent with the maintenance of the vigour of the intellect and the warmth of the heart. Boys were trained to walk regularly rather than to fly high or far. Safety for all was sought rather than excellence for many. These principles, however, admitted of qualification. Each school, perhaps, had its merits, and England had room for all. The judicious parent would select a school according to his son's peculiar disposition, intellect and circumstances, for

"The child is father of the man."

There was, it must be admitted, for many children, danger in the Eton system. Even with men, liberty often trembled on the edge of licence, and it required great firmness, discretion, and skill, so to govern a school on this principle as to maintain constant regularity, obedience and willing application of the mind. The tendency of the Eton system was to make a boy generous and firm-minded, to teach him to exercise his common sense and feel his responsibility, and to make him act under the influence of generous shame and emulation,—in short, to make him a manly boy, trusting because he was trusted. This was a favourable picture of the tendency of the system. Many might fail to be influenced by it, but these were its natural results. The traditions of an ancient school had great influence upon the working out of its idea; and the Eton traditions were favourable to these results. Eton boys loved their school while there, and would leave happy homes to return to it with none of the usual schoolboy's regret. They were often idle, noisy, and not proof against temptation—they might desire, but could not easily make their boys faultless; but there were many faults from which an Etonian was free, in part, at least, because he was an Etonian.

PROFESSION VS. PRACTICE IN SCHOOL STANDARDS.

After bestowing praise on the system of teaching adopted at Eton the lecturer said, it had been commonly remarked that Eton boys did not bring to the University and to the competitive examination that sound knowledge of the mathematics which Eton professed to teach, and the suspicion got about that there was a want of reality in mathematical teaching. It was, however said that within a few years a great apparent change had been made, but without corresponding results, as tested in the Universities and elsewhere. This was much to be lamented, if true, *for if there was one principle more sacred in schools than another, it was that nothing should be professed more than was performed*, and that what was taught should be taught well. Was the other department of teaching sacrificed to this? He believed not, and yet the scholarship of the pupils appeared to him to be below what it had been, and the composition less accurate. And he spoke the opinion of those who examined the boys

ler the Newcastle scholarship. He did not say that the best boys were inferior in the knowledge of metres, but they did not appear to grasp the ideas of the great writers as good Eton scholars used to do, and in composition they showed less of the manliness and simplicity of the great classical masters, and too much of Italian conceit and false brilliance. Scholars could distinguish what he spoke of; Lucretius would not have been ashamed of Dr. Keates' poem on the "Immortality of the Soul," and Virgil would have admired the verses of the Bishop of Lichfield. Some might smile, perhaps, and think he attached too much importance to these things, but they indicated a less perfect command of the language.

PRESENT CONDITION OF ETON COLLEGE—PRIZES AND EXAMINATIONS EXCESSIVE—SCHOOL SPORTS.

He did not think this was the result of too much attention devoted to other studies. The boys used to be incited to exertion by the honours they might gain, and the honours for competition were sent up for "good" and for "play" in the sixth form. The head-master read them aloud to the assembled class in the former instance, and the sending up of a good exercise was the condition upon which the half-holiday depended. By modern practice, however, he thought these honours had been made much to cheap—too much the reward of good behaviour rather than of good composition; and the boys were content to reach the standard. He thought, too, that the *number of prizes and examinations was excessive*, and tended to distract boys from regular application. These prizes, however, were useful as testing results, and were most satisfactory *when they were preceded by no specious training of the lads.* With reference to the sports, he had watched the cricketing, boating, and drilling of the boys with increasing interest as some indication of the general well-being of the school. It was a bad time for the study of the school when the sports languished.

RELIGIOUS TRAINING—NECESSITY AND VALUE OF PARENTAL INFLUENCE.

There was, he was glad to say, marked improvement in the religious training of the school, in the knowledge of the Scriptures and ecclesiastical history, which was in some degree owing to the Newcastle scholarship, the influence of which had extended throughout the school, even to those who might never be in a condition to compete for the prize. On the subject of parental influence, the right hon. gentleman said that some parents expected everything good and great from their boys through the instrumentality of public schools, forgetting how many other agencies operated upon them, and doing nothing themselves to aid in the production of the virtues they desired. Some deliberately and almost avowedly disregarded the studies of the schools, rather leading their sons to consider that their first objects were the formation of good connexions for after life, and the acquisition of good manners. The boys, in such cases, were the victims of bad homes rather than bad schools. The sons of such parents were very injurious to the schools, and it was the duty of masters to give such boys ample warning and trial, but if these failed to send them away, as one would send away an infectious patient, as kindly as might be, and with as little disgrace as possible, so that the removal might not fail to produce a good effect upon the school, while it could not injure the boy himself, but might do him good. There was great wisdom in the maxim, "Learn to depart."

INFLUENCE OF HIGHER PUBLIC SCHOOLS ON THE ENGLISH CHARACTER.

In conclusion, he said the public schools of England had a powerful influence on the English character. To have been together at Eton, Harrow, Winchester, or Rugby was a tie for life; and to have been friends there was a charm which made the holiest friendship more holy. Even to have been in the same class, and the same chapel, was a link which bound together old and young, great and humble, soldier and civilian, and made personal strangers at once familiar by common associations. And so Wellesley, the stately and puissant governor of millions, and Charles Metcalf, a boy from Eton, commencing his course in life, met first on the banks of the Hooghley, and felt themselves the sons of the same mother. A feeling such as this operated on the character, and it spread so widely and deeply as to leaven the mass. But this was not all—for the education itself was of a kind to favour the growth of certain qualities. Of course a strong and uncongenial nature might overpower it, but it tended in itself, with a silent force, to make men ready to oblige, affable, and self-reliant; it helped to the development of common sense and dexterity in the ordinary concerns of life; to make men cheerful in retirement, agreeable in society, no less than to bear their parts gallantly and cleverly in the tumult and conflicts of public life. In a word, it fostered that assemblage of qualities which, combined with the higher ones of integrity and goodness, constituted the accomplished gentleman.—His last words then were,—*Esto perpetua.*

3. The Rev. J. Travers Lewis, LL.D.,

(Local Superintendent of Common Schools, Town of Brockville.)

CAUTION AGAINST RELYING TOO MUCH UPON THE BOASTED PROGRESS OF THE HUMAN MIND.

In his recent opening lecture before the Ontario Literary Society, Toronto, Dr. Lewis, after some introductory observations, remarked: That as a consideration which should serve to repress undue boasting, we should never forget, among other things, that centuries before the Christian era, science was so successfully cultivated in lands now given over to desolation that even the prostrate columns of their temples are deemed worthy of transportation to England and America, the sculptor's art having never since reached similar perfection. Layard has disinterred from a grave of two thousand years specimens of art and proofs of luxuriant refinement which seem even now extraordinary. Let us not forget, too, that the orators and learned of modern times acknowledge as their masters and models the Grecian and Roman who spoke and wrote for immortality. In the new world also, in Central America, have been discovered incontestible remnants of nations strong and civilized, barbarians only in their Paganism, but in the luxuries and refinements of life vastly superior to many countries of the present day, and those none of the most contemptible. Nay, when we would give utterance to our expression of the magnificence or grandeur, or would illustrate the power of man, do not the Temple of Solomon and the Pyramids of Egypt instinctively recur to our imagination, and, not to lengthen the catalogue of ancient glories, is not the oldest volume in the world the noblest specimen of sublimity of style? And yet what are the results in their birthplace, of these works performed in the infancy of the world? Little but the fragments all but miraculously preserved. Luxury and wealth induced immortality; immortality produced decay, until actual barbarism rioted where once philosophy and the arts flourished so eminently. From a settled conviction that possesses the human mind that the destiny of man is ever progressive, and that a relapse into an inferior position is almost impossible, we do not concede to the nations of antiquity their due meed of praise. We glance hastily at their biography and our eye rests on the page which records their degradation and mental slavery, and we hastily assume that the antecedent civilization is overrated, and but for the monument of their knowledge and power which the ravages of time have spared, but for the treasures which our libraries and museums present to our astonished gaze, we should unhesitatingly conclude that the wave of human progress has ever been advancing uniformly with a flowing tide, that the current of civilization had never ebbed, that storms and tempests had never dashed the wave back, nor broken it on the quicksand and the rock.

RELATIVE INFERIORITY OF THE MODERNS TO THE ANCIENTS.

Let me not then be thought partial when I venture to say that notwithstanding our great and absolute superiority, we are relatively inferior to the men of old time. Only let us take into account the advantages possessed by the present age, and any of those periods of the past which is famous for its learning or civilization, contrast the facilities possessed by each for the propagation and perfection of knowledge, and we shall be at no loss in ascertaining to whom the palm is to be ascribed. Compare the productions of Greece and Rome in the field of Science and Art with those of our time, and before adjudicating the prize to either bear in view the difficulties to be encountered in the infancy of any Art and the facilities possessed by us who have the experience of ages for our guide, and then say whether we progress in so surprising a ratio. We are contrasting, be it remembered, the works of an age when a manuscript was well nigh the toil of a lifetime, with those of a period when a useful idea is scarcely suggested, before it is diffused so rapidly and extensively by the Press as to excite our thanks and admiration. Who can deny that the Alexandrian Library, with its four hundred thousand manuscript volumes in the days of Cæsar, was not a more wonderful monument of human industry and skill than any Library of the present day? * * * If, therefore, we compare the ability of the ancient with our own to cherish and foster literary and scientific pursuit, of the power to educate and reform the mind which our vast wealth bestows be taken into account, we shall find little cause for congratulation. Facts speak convincingly. The English people spend on the single item of ardent spirits more money than on all their religious and educational establishments combined; while the American people spend in their gratification in the single item of cigars a larger sum than is expended on all the Common Schools of the Union. The influence then is inevitable that literature and art must have been more highly prized and more ardently cultivated, for their own sake, by the nations of antiquity than by us, when we honestly estimate their difficulties and our facilities, their poverty and our resources.

OUR ANTIDOTE AGAINST THE FATE OF OTHER NATIONS.

Where now in the scale of nations is that land to which we owe our Geometry, and Algebra, and Arithmetic? Hindoos and Arabs bequeathed these triumphs of genius to us, and yet they are fallen as a people, they are degraded as nations. What is now the social and political position of Greece and Rome; nations which once dictated to the world, and are so associated in the students' mind with the arts of war and peace, that it is difficult to believe in their present poverty of mind and imagination—

"Eternal summer gilds them yet,
But all except their sun has set."

But why mention other examples of civilization corrupted, knowledge perverted and glories departed? The splendour of the Italian Republics is gone. Nothing remains in memory of the departed glory of the empires of the past save their venerable ruins and incomparable public works, which even now bewilder by their vastness. And does analogy (it is the point which concerns us more immediately) justify us in dreading a like decay of Anglo-Saxon knowledge and power? No! There are certain safeguards, if we but employ them, which render the destruction of our civilization improbable, nay impossible. The bulwarks against that worst of barbariams, corrupted civilization, are the diffusion of useful knowledge and our Christianity.

NOTHING NEW UNDER THE SUN—SECURITY AGAINST THE LOSS OF OUR DISCOVERIES.

It is almost certain that there is scarcely an invention in Art or Science of modern times which was not known in theory to some of the Philisophic ancients. Among recent discoveries we may single out the Stereoscope as an illustration of an invention singularly beautiful and creditable to the eye, and yet the principle of the instrument was known 1,500 years ago. But with the inventor perished the invention. The manuscript that contained the treasure was neither understood nor valued, and thus acquisitions to human knowledge were lost. In the present day, the diffusion of every Scientific and Literary achievement, through the aid of printing, renders such a disaster almost impossible, and thus perpetuity is is guaranteed to our discoveries. Hence it is that we should hail with joy the advent of every means by which learning is disseminated and the masses enlightened. Hence it is that we should rejoice in the attainment of every new motive to literary and scientific distinction. Therefore it is that the true philanthropist hears with satisfaction of every new school of science, and of every additional university, of every well regulated mechanics' institute. He knows full well that knowledge imparted does not diminish the store of the teacher, and he sees in every new improvement in the education of a people the surest means of retaining to the human family the blessings of past experience.

CHRISTIANITY THE GREAT CONSERVATOR OF KNOWLEDGE AND VIRTUE.

I have spoken of one of the securities possessed by the present age against the sudden decay of our knowledge. Let me now allude to another, to one which can save our literature from corruption and consequent decay, which can foster and promote science while it preserves it from perversion, which can direct our research to what is good and divert it from what is evil, a bulwark against the abuse of learning and the aversion to it which is sure to follow—I mean the Christian religion. In the present age, we have no reason to dread that our arts and sciences will ever degenerate into superstitious or senseless theorizing. Astronomy in our hands will never again become Astrology. We may safely affirm that Chemistry will never more resolve itself into Alchemy and Magic, but we have other more substantial dangers; we may dread lest our Philosophy may outstrip our virtue. We should scorn the fallacy that there is no difference between denouncing the evil of knowledge and the knowledge of evil: it is the latter only that the Christian Philosopher may deprecate; he knows that it is not unusual to transform blessings into curses, or to use the instruments of our civilization as weapons against ourselves. The same railway which, by facilitating the intercommunion of nations, promotes knowledge and obliterates prejudices may, and often does, become an engine of widespread disaster. The same Press which can delight the reader with details of what otherwise he might never have heard, which can carry him in imagination into the universal world, which can please while it instructs, and prove a friend to the solitary and a guide to all; that same engine for incalculable good may poison the mind with pestilential productions; it may, and does cater to the diseased appetite of a corrupt nature; it may disseminate falsehood as well as truth; it may print the Bible to-day; it may pollute the innocent mind to-morrow. Alcohol, so necessary to many arts—who can recount the horrors of its abuse? Unless the corrective influence of Christianity accompany the prodigious force of modern invention; unless the spirit of benevolence (and who can possess it so disinterestedly as the Christian) keeps pace with our mechanical progress, unmixed evil may result; and the reason is obvious, for knowledge is evil when undirected by benevolence; knowledge, to prove beneficial, must progress beneath the sheltering wings of Christianity, and then we need not dread that abuse of the gifts of Providence which has ever led to woful re-action.

FINITE LIMIT OF HUMAN INVESTIGATION.

The philosopher alone can understand the littleness of his own attainments; the magnitude of every fresh discovery fills his heart with wonder and humility, from a consciousness that he is but treading the threshold of the temple of science while his intellect is overpowered by the bare conjecture of the majesty of what may remain in reserve for future discovery within the penetralia. This was the feeling which filled the mind of Newton, who could compare the extent of his noble investigation of natural laws to the work of a child gathering pebbles on the shore. Strange as it may sound, the simplest facts in nature are still bewildering mysteries. Phenomena, which from familiarity we deem intelligible, when regarded philosophically, fill us with astonishment. It would seem as if Providence had permitted the human mind to triumph most in those subjects which lie remotest from itself, lest man becoming as well known to himself as other works of creation, should say in his heart, There is no God. How else does it happen that, while subjects relating to life and happiness are comparatively unknown, men whose names we reverence are permitted to pierce through the vault of Heaven and make such discoveries of other worlds and systems as keep the mind in suspense whether it is more delighted with the increasing precision of man's demonstrations or overwhelmed with the majestic vastness of the universe. We naturally wonder and admire when we hear that Leverier, by the aid of purely mathematical reasoning, could with certainty affirm that a planet as yet unseen, would be discovered in an assigned region of the heavens. The telescope is eagerly directed to the prescribed spot and the planet is detected. What a perfection of science is revealed in the fact that Murchison was able to announce that in Australia veins of gold *must* exist, though as yet not a particle had been discovered. By the aid of science we can predict with the certainty of personal knowledge, that when ages on ages have rolled by the glorious Southern Cross will again be visible on these Northern latitudes. But why dwell on such intellectual grandeur? Man turns from such contemplation to self, and he shrinks again into conscious humility. His success in the investigation of nature might intoxicate, if his failure in the knowledge of self did not recall him to sobriety. Yes! the field in which the mind can work is as infinite as the mind itself. Any moment may introduce us to some new discovery which may throw all former triumphs into the shade. On every side is the material open to experiment and observation, inviting every lover of nature to explore and wonder.

INCENTIVES TO FUTURE EFFORT—ACCIDENTAL DISCOVERIES OF GREAT FACTS.

It may perhaps appear paradoxical to urge the student of nature to perseverance by reminding him that many of the most brilliant discoveries have in every age been the result of accident, yet such is the case, and even here we can see the disposing hand of Providence allowing man to achieve miracles in the acquisition of knowledge, yet under such circumstances as must humble him. The discovery of the power of the telescope to pierce the firmament was like that of the glass of which it was composed, altogether casual. Galvani introduced us to the science of electricity by an accidental application of zinc and silver to the muscles of a frog. We owe the wonders of the magnetic telegraph to the unexpected discovery of Orested that a galvanic current deflected a magnetic needle. Brinkley established the prodigious velocity of light while he was investigating a totally different phenomenon. Hargraves was indebted for his remarkable improvement in the spinning jenny, which so greatly influenced the commerce of England, to his child, who upset the wheel at which he worked; the wheel continued to work the spindle in a vertical position, he seized on the idea and multiplied immensely the power of the instrument. Had not Watt been employed as a workman to repair an atmospheric engine we might still have been ignorant of the power of the steam engine. Had not an apple fallen at the precise time it did at the feet of Newton we might still have been unacquainted with the law of gravitation. It was the simple observation that silver was blackened by the sun's rays which led to the discovery of the chemical power of light. Of these and many other discoveries the origin was in great measure accidental, not in the sense of a blind chance, but in their being introduced into the world under circumstances which loudly proclaim the hand of a disposing power, man appropriating to his use phenomena thrust (as it were) on his observation. The time again when these grand master-pieces of discovery were wrought prove the same conclusion. Who is there who does not see something more than a happy coincidence in the fact that the facilities of working the coal-mines of England were acquired at the precise

time that the steam engine required them, and when it would have been comparatively useless without them. The mariner's compass and astrolabe were so plainly preparatory to the discovery of America, that we cannot fail to see the providential design. Again, we can scarcely resist the inference that the gold deposits of California and Australia were permitted to be discovered at the precise time when an over-crowded population in Britain and Eastern America required a field for their labor and industry, while the tide of emigration to the shores of the Pacific may be a stride of civilization, on its way to avail itself of the opening of Japan and the convulsions in China. Thus, no ardent lover of science need be deterred from the pursuit of his favorite study by the idea that it is the innate force of intellectual organization which makes the most useful or wonderful discoveries. "The works of God are great, sought out of all them that have pleasure therein."

TRUE SOURCE OF INTELLECTUAL PLEASURE AND REFINEMENT.

Let only the love of a science add a zest to our examination of it, and we will even be content to forego the claims of originality when we begin to taste the pleasure of being able to sympathize with the knowledge, the happiness and the ability of others. And here, after all, is perhaps the true stimulant to knowledge—the pleasurable emotions ever derivable from its possession. There is in the very acquisition of new ideas, a feeling of delight to every well regulated mind; and as the ways of the Most High are investigated and acknowledged, we obtain a glimpse of what the mind is capable of knowing and enjoying, and we rejoice in the foretaste. The philosophy of history will reveal its lessons, as well as convey pleasure to the honest student. The biography of individuals as well as nations will minister to our delight when in the perusal we transfer ourselves in imagination to ages past, and become in aspiration the admiring disciples of the great and good. Yes, there is a refinement of happiness in mental cultivation which is as ennobling to the soul, as ignorance and sensuality are debasing to it; and there is scarcely a reflection more fraught with seriousness than that there are multitudes of young men especially, whom dissipation and folly are keeping in ignorance of the real nobility of their nature, and whom a taste for literature would have preserved from worldly misery or even untimely death.

INCREASED NECESSITY FURTHER TO PROVIDE EDUCATION AND LITERARY CULTURE.

Who can estimate the magnitude of the loss society sustains in the many intellects, which, had they been developed, would have increased the glorious company of philosophers and philanthropists. How many an aspiring heart has been, through the want of encouragement and direction, condemned to an unhappy ignorance, when it might have throbbed happily in the investigation of truth instead of being despised for its unavoidable debasement. How should the men whose wealth and station load them with responsibility, labour to elevate and cherish those whose capacity only requires to be eked forth by education and encouragement, in order to dazzle and delight the world. I am not now referring to the children of poverty, many of whom, had justice been done them by their fellow men, would have embellished the world with their works; and who, had they been taught to read, would have themselves been read for profit and delight; but I allude to the number of young men whose situation is raised above that of want, and who are yet deterred from the paths of science and pleasure of literature and peace, by the chilling apathy with which such pursuits are regarded by many of the affluent and influential. But let not the young candidate for literary or scientific distinction be faint-hearted even though encouragement be withheld by the world of fashion. There is still some recompense in the elevation of mind and dignity of feeling consequent on a dedication of our faculties to the knowledge of whatever is exaltent and noble in the range of science. The inherent beauty of every work of nature, the brilliancy of every sunbeam, the tint of every cloud-streak, the majesty of every mountain, the glory of every setting sun, the beneficence of all creation, the realization of Almighty Power in every thing, these will all constrain the enthusiastic worshipper of God as seen through the medium of his works, to feel that in the estimation of reason there is no happiness comparable with the ability rightly to appreciate the wonders of the universe.

ACTIVITY OF THE HUMAN MIND—ARGUMENT FOR PUBLIC LIBRARIES.

The surprising activity of the human mind warns us that a wise selection of matter to employ that activity is indespensable, because employment it will have. Many a premature victim of dissipation would have been snatched from destruction had he been embued with virtuous resolution by a timely acquaintance with the writings of the good and the wise. Had the beauties of nature and art been presented to the reason and imagination in the vacant hour of the idle holiday, many a such disposed mind would have been preserved from ruin, and would have spent on happy reading or thoughtful study the hours which were squandered in idleness and sin. Men whom disaster and misfortune have reduced to frenzy, would have been blessed with fortitude had they been taught the dignity of their nature. The human mind abhors a vaccuum. How great then the responsibility to pre-occupy with wisdom what must otherwise inevitably be possessed by folly. The soul will not remain a blank; it must be brightened by the knowledge of good, or darkened with the knowledge of evil. It is the province of literary association to induce candidates for knowledge to make trial whether they do not possess in the capacity of their mind to grasp the beauty and excellence of literature, a source of pleasure at once exquisite and inexhaustible. Of all the satisfaction (apart from religious feelings) we are capable of enjoying, few can compare with the acquisition of knowledge in a favourite pursuit, for as Sullust has observed, *verum enimvero is demum mihi vivere atque furi anima videtur, qui aliquo negotia intentus præclari facinœis act aetis bonœ famam quœit.* I would add there is no attitude for the restlessness, ennui, or dissipation of life, like the devotion of those hours which duty can spare to the obtaining a glimpse, however feeble, of the majesty of glory which is spread before the eye in every work of nature in this world of ours.

---

4. Rev. W. F. Checkley, B.A.

(Head Master of the County Grammar School, Barrie.)

TEACHERS' ASSOCIATIONS NECESSARY WHERE NORMAL SCHOOL TRAINING CANNOT BE HAD.

From a recent address by Mr. Checkley to the County of Simcoe Teachers' Association we select the following: It is not to be supposed—and we who are actually engaged in teaching best know this—that every man who possesses a sufficient amount of knowledge, together with certain moral requisites, is *properly*, though he may be *legally*, qualified to take charge of a school. Much has to be learned both as to management and the best means of giving instruction. Of the vast number of Common School teachers in the Province, (upwards of 4,000) comparatively few have ever received any preliminary *training*. They have undertaken a task which requires peculiar qualifications, and special preparation,—and though earnestness of purpose, with natural *tact* and well-informed minds, may enable *many* of them to succeed, yet a very large proportion prove at best respectable failures. Now it is obvious that for many years to come the majority of Common School teachers in Canada will be taken from a class who have never had the advantage of Normal School training, and these surely may derive some benefit from the experience of their fellow-laborers. And even where the advantage of systematic training *has* been had, still it will often be found very difficult to adopt a system which is suited to a large town, where the attendance is regular, where the teachers are in sufficient numbers, and where the means and appliances of teaching are abundantly supplied, to a country school, taught by a single master, with a scanty supply of books and other requisites, with an average attendance varying from 20, perhaps, in the summer, to 40 or 50 in the winter months. In all these cases much good would follow from a free and kindly interchange of opinion among teachers. There are many points, too, connected with the position and influence of the schoolmaster, which may well be brought before such an Association. Many questions, on which it would be well for teachers to have the means of expressing a *deliberate* and *collected* opinion. Our School System is now very excellent in its organization, and much praise is due to the clear judgment, the energy, and the perseverance by which, in spite of opposition and misrepresentation, it has been placed on its present footing.

EVILS OF THE PRESENT TEMPORARY CHARACTER OF THE PROFESSION OF TEACHING.

It is a great drawback to the cause of education in Canada, that teaching is so seldom looked upon as a man's permanent employment—that so few determine, at the outset, to make it their profession, and study it as such. We know that most of those now teaching Common Schools in the country districts throughout the province are only so occupied because they cannot at once get anything more lucrative to do. That they intend to seek some other method of obtaining a livelihood as soon as they have acquired sufficient means, and a suitable opportunity offers. The necessary result of this is, that they do not care to qualify themselves for the efficient discharge of an office which they do not mean to retain: that they are listless in the performance of their duties, and more or less indifferent to success or failure; for, whatever may be a man's honesty of purpose—however sincerely he may *intend* to perform his duty, from a principle of *conscience*, yet if it does not accord with his tastes, and if his interests are not to a great extent dependent on it, he will be satisfied with something less than thoroughness.

LOW ESTIMATE OF THE DUTIES OF THE PROFESSION BY TEACHERS THEMSELVES.

It is a serious but not uncommon mistake to suppose that a degree of knowledge, but slightly superior to the amount you are required to impart, will be sufficient to enable you to teach successfully—you you must stand on a far higher level, or those whom you instruct will, in some way or other, discover your deficiences, and, finding you wanting, will not give you credit for the knowledge you do possess. It is often supposed, also, that little or no training can be requisite for teaching such simple subjects as are taught to the juvenile classes in Common Schools, reading, arithmetic, &c., but, in fact, the truth is quite the reverse—the more simple the subject—the more difficult to teach. It is a far harder task to interest a large class of little children in an ordinary reading lesson, to keep alive their attention, to preserve order and convey ideas, than it is to instruct a larger number of elder and more advanced pupils. In the latter case the subject is generally itself engaging, and the pupils better know the necessity for attention; while, therefore, a *senior* class demands more *knowledge*, a *junior* one requires more *tact* on the part of the teacher. No degree of knowledge or skill, however, will enable any man to teach successfully who goes to his work each day without any previous preparation or arrangements. An habitual neglect of this will assuredly cause such a loss of time, and introduce such uncertainty and confusion into a School as cannot be counterbalanced by any literary or other qualifications of the master.

PRACTICAL DUTY OF EACH MEMBER OF THE PROFESSION.

While we are all desirous of making good instruction accessible to every child in the community, let us act like practical men; and, instead of imagining that we are competent to legislate on school matters, instead of contenting ourselves with *talking* about school systems, let each do the duty that lies nearest—endeavour in earnest to bring his own school to the highest state of efficiency. If we do this we shall not only be more happy ourselves from the consciousness that we are not hirelings, but we shall more really serve the cause of education, than by any amount of learned deliberation on school questions. I wish you all to look upon this Association as a thing altogether secondary to that which it is meant to promote, the improvement of your several schools. The educational system of this province, commencing with the Common Schools and culminating in a noble University is very complete as a whole. Here and there a defect may be pointed out, but the general desire, I repeat, is good, and grand, and time and experience, enabling the master builders to correct and to enlarge, will gradually remove whatever faults there may yet be in the conception. It remains, however, for us, the workmen, to carry out the plans into thoroughly successful execution; and it must ever be remembered that if the welfare of a community is promoted by the diffusion of education, then the Common Schools of the Province, which educate more than nineteen-twentieths of its inhabitants, are far more connected with the progress of the country than either the Grammar Schools, or the University itself. And you, gentlemen, are each responsible to your fellow-men and to your God, for the due discharge of an office, the importance of which cannot be overestimated.

---

5. MR. ANGUS MCKINNON.

(Common School Teacher in the County of York.)

POSITION AND DUTIES OF COMMON SCHOOL TEACHERS.

From a recent essay before the Teachers' Association of the County of York we make the following extracts in regard to the office of teacher: The question now may be asked, What are the benefits derived from *this office?* or, in other words, what is the end of teaching? The answer is beautifully given in the words "To bring forth all the powers of the mind and body for the discharge of the duties of this life and the life to come" God, in his infinite wisdom, appointed the Levites the temporal and spiritual instructors of the children of Israel. As then, so also in our day, it is still highly necessary that some, at least, devote their time and energies to the diffusion of knowledge and the improvement of society. It is to the culture of the mind we owe all our God-like pre-eminence. What little perfection man may possess, is acquired and not inherited. We may inherit the means wherewith to acquire knowledge, but never knowledge itself. If our mental powers are not cultivated, thorns and briers will soon spring up to choke what good there is in us. Let the work of improving man mentally and morally be discontinued, and the decomposition of society would speedily follow—the bulwarks of liberty and civilization, one after another, would totter and fall—the props of all our institutions, civil and religious, would gradually decay—those grand and stupendous monuments of science and of art, that occupied ages in building, would soon moulder to dust. Let teachers, too, bear this in mind, and *value* their calling, and much more will be done to elevate man than has hitherto been accomplished. "*If you do not value your profession, others will not do it for you*;" this is an important truth that should be deeply impressed upon the mind of every teacher. Did every instructor of youth feel the truth and force of what has been said, the cause of education would progress much more rapidly, and be attended with far greater success. Lukewarmness is a crime too prevalent, and is productive of much mischief; it amounts to actual robbery. Parents and guardians are thus robbed of their money—robbed because the careless teacher renders no adequate service for the money he receives; and, what is more criminal still, he knowingly robs the *time* of the youth under his care—time, infinitely more precious than any of their lifetime; for now is the season in which their characters are to be moulded and their destiny fixed with a greater or less degree of certainty. The future history of this country—a country whose mineral and forest wealth is inexhaustible, and whose soil is as rich as could be desired—a country possessing all the material elements of an opulent and mighty nation—its future history, I say, lays, [? lies] to an almost incredible extent, in the hands of the teachers of the present generation. The manner in which they now discharge their duties will be fully illustrated in the characters of those who are to be the rulers and possessors of this fine country, on a day not far distant. Let this be borne in mind, and new life and vigour will be infused into our schools. Canada, then, will rise in the scale of knowledge and greatness to that point which destiny indicates for her sons. Let this thought inspire our hearts and stimulate us to redoubled effort, that knowledge may be sown broadcast over the land, until every man, woman, and child enjoys the benefits of a liberal education. Nothing gives more satisfaction to the faithful teacher, than to see knowledge increasing and the light of science shining around him. It cheers his heart, lightens his toil, and propels him on his mission of benevolence. The consciousness of making men wise, causes him to double his diligence. Fortunate are they who have a teacher who earnestly and unremittingly labors to advance his pupils—inestimable is the fruit of his toil.—*Markham Paper.*

II. Biographical Sketches.

No. 24.—JOSEPH LOCKE, ESQ., M.P.

Our great engineers are falling fast. We have *lost this* year Brunel and Stephenson, and death has this week struck down Mr. Joseph Locke, the Member for Honiton, whose name has been intimately associated with every great railway undertaking of the last thirty years, and who was an excellent as well as an able man. He died in Scotland suddenly and unexpectedly, to the great grief of his numerous friends. Mr. Locke was born in 1805, and was the junior of the two distinguished engineers who have preceded him to the house of clay. Connected with the school of engineers, of which the elder Stephenson was the founder, Mr. Locke has made a princely fortune by his profession, and has risen to a social position higher, perhaps, than any civil engineer of his day. His private fortune is little less than a million sterling. Twenty years back it was well known that his pecuniary affluence was in advance of that of any member of his profession. He started life with the advantages of a good education, and with an amount of mathematical knowledge which materially advanced his subsequent career. He was George Stephenson's favorite pupil, and superintended, under his eye, the Liverpool and Manchester line of railway, the success of which has given such an impetus to the modern mode of travelling. In Parliament Mr. Locke's career was creditable but unostentatious. He spoke occasionally, and always with tact and judgment, and his votes were invariably in favor of progress and reform. On the death of Mr. Robert Stephenson he was elected President of the Institution of Civil Engineers. For his railway services in France, King Louis Phillippe decorated him with the Cross of the Legion of Honour. He was also a Fellow of the Royal Society, and has passed from the world respected and regretted by all who knew him, having left the world largely his debtor.—*English Paper.*

No. 25.—RIGHT HON. JAMES WILSON.

The London *News* announces the death of the Right Hon. James Wilson. The event is said to have occurred at Calcutta on the 11th of August. The disorder is believed to have been cholera. Mr. Wilson, who was editor of the London *Economist*, entered Parliament in 1847, and soon after he was appointed by Lord John Russell to one of the Joint Secretaryships of the Board of Control. In 1852 Mr. Wilson was made one of the Secretaries of the Treasury, a post that he filled until 1858. In 1859 he was appointed Vice-President of the Board of Trade, but was soon afterwards promoted to the post of Finance Minister of the Supreme Council of India, in

the discharge of the laborious duties ofwhich he has now sunk into an untimely grave. His death has been a heavy blow to the hopes of reformed administration in India.

No. 26.—HON. JOHN MACDONALD, OF GANANOQUE.

The mournful intelligence of the death of the Hon. John Macdonald, of Gananoque, has just reached this city, where that gentleman was long and extensively known and highly esteemed for his moral worth. Mr. Macdonald died after a brief illness, aged seventy-three years and seven months. He was a native of Troy, N. Y., but he has been a resident of Gananoque during the last forty-three years, and was, perhaps, the oldest inhabitant of the village. He came here in 1817, when this section of the country was a dense wilderness, with here and there a small clearing; when the farms which are now under profitable cultivation, were an almost unexplored forest; when the roads which now lead east and west through the township were mere bridle paths without a habitation for miles. He was a member of the firm of C. & J. McDonald and Co., who established a large flouring mill, a grist mill, saw mill, nail factory, &c., and who kept the first store opened in the village.—He was also the first postmaster appointed at Gananoque, which office he held for over thirty years, and resigned it in 1854. About the time of the rebellion he was called to the Upper House, the seat of Government then being at Kingston, and he continued to occupy his seat until the Government was removed to Quebec, when he found that he could not remain in the House and attend to his business at home at the same time. It was at that time a long and tiresome journey to Quebec, especially in the winter season, and he was therefore obliged to absent himself until his seat was declared vacant. During the rebellion, he took a strong and active part in favour of the Crown, and the officers of the army and the officers and members of the militia who were stationed in this vicinity during that exciting time, remember with emotion the many little acts of kindness for which they were indebted to Mr McDonald. No amount of time or money, or personal exertion and inconvenience, was for a moment considered when their sacrifice would be productive of comfort and happiness to his fellow soldiers. As a father, a husband, a neighbour, and a citizen, he was not surpassed. His death, although not altogether unexpected, caused quite a gloom in the village. All business was suspended during Friday and Saturday; the stores remained closed and the factories were idle from the time of his death till his burial, which took place on Sunday afternoon, a very large number of his friends following the body to the grave.—*Kingston and Gananoque Papers.*

No. 27.—HON. PETER BOYLE DeBLAQUIERE.

It is with extreme regret we have to record the sudden decease of the Hon. Peter Boyle DeBlaquiere, for many years a member of the Legislative Council of this Province. Mr. DeBlaquiere held the title of "honourable" in his own right independently of his position as a member of the Legislative Council, being youngest son of Lord John DeBlaquiere, of Ardkill, County Londonderry. He was born in Dublin, on the 26th of April, 1783, and was thus at the time of his death, in the seventy-eighth year of his age. When very young, he entered the Navy and served as a Midshipman under the celebrated Captain Bligh, of the *Bounty*, at the battle of Campperdown. He was also present at the mutiny of the Nore. Leaving the navy, however, at an early age, he devoted himself to more peaceful pursuits, and emigrated to Canada in 1837. Here he soon attained to the highest honours. In 1858 he was selected as a fit person for a seat in the Legislative Council, which he continued to hold until the time of his death. On the remodelling of the Toronto University, he was appointed to the honourable office of Chancellor, but subsequently resigned. He was also a member of the Anglican Synod, where he commanded great respect. By that body his loss will be severely felt. Mr. DeBlaquiere was the descendant of a noble French gentleman who emigrated from France in consequence of the revocation of the edict of Nantes, and settled in London as a merchant. In 1772 his fifth son, Lieutenant John DeBlaquiere was appointed principal Secretary to the Lord Lieutenant of Ireland; and in 1774, as a reward for the services he rendered, invested with the order of the Bath. In 1784 he was sworn one of the Irish Privy Council, and in 1784 appointed Grand Alnager, an officer whose duty it was in olden times to measure and examine woollen cloth, and fix upon it the Royal seal. The post was abolished by an Act of William. At the death of Sir John DeBlaquiere, the title devolved upon his eldest son, (brother of Mr. P. B. DeBlaquiere,) who in the year 1800 was elevated to the peerage as Baron DeBlaquiere of Ardkill. The title is now held by his grandson John. So far as regards the honourable gentleman's descent and ancient lineage—they are among the least of his claims upon our regard. There are few men of whom we can speak in higher terms of respect. As a member of the Legislative Council, although it was our fortune frequently to differ with him in his political views, yet we ever recognized the fact that he did that which in his own eyes he thought best for his country. He was a man of strictest honour. He never sought by a trick to keep the letter of the law while manifestly breaking through its intent. During the first year that he occupied a seat in the Legislative Council, he did not take a very active part in its affairs, but of late he had become the leader of a large section of the House. Whenever he rose to speak, the strictest silence was observable, he was listened to with the greatest respect and attention, and no matter how heated the debate, how severe the contest, no opponent thought of using a harsh word towards him—the sentiment of the House would not have tolerated it. His courtesy was of that character which can only be manifested by the thorough gentleman and sincere Christian. Prudent, of a kind heart, and a well cultivated mind, he was an exception to the rule applicable to most men, that as they increase in years the more Conservative opinions they hold. Although nominated by the Crown he was one of those who voted for the Bill rendering the Speakers of the Upper House elective, and it is probable that had he lived he would have been elevated to the chair. The respect in which he was held would have ensured the utmost deference to his decisions. In the Synod, he at least twice moved for the abrogation of the Episcopal "Veto," but met with very great opposition. On the day of his death he was to all appearance in good health. Although so old a man he was remarkably agile, and appeared much younger than he really was. The immediate cause of his decease was undoubtedly apoplexy.—*Globe.*

[In connection with the foregoing sketch of Mr. DeBlaquiere's career, it may not be inappropriate to mention, that as Chancellor of the University of Toronto, and as an elightened legislator, he always felt a deep interest in the education of the people, and in the success of the operations of the Educational Department for Upper Canada. When that Department was unjustly assailed in 1858, he expressed his warm sympathy with its efforts to promote the intellectual improvement of the country, and his readiness to defend its operations in his place in Parliament should a favourable opportunity offer for his doing so. In reply to a note of thanks for his spontaneous services on such an occasion, and enclosing some documents for his use, he thus expressed himself on the subject:—

[Copy.] LEGISLATIVE COUNCIL CHAMBER, May 18th, 1858.

SIR,—I beg to acknowledge the receipt of your note, and feel much obliged for the catalogues and pamphlets connected with the Depository which you have kindly sent to me, and which I hope you will permit me to retain with a view of showing them to several members of the Legislative Council. I have only been enabled as yet to cast a hasty glance through them, but I have seen quite enough to satisfy me that the view I long since took of the effects of the Normal School upon the whole educational establishment of Upper Canada, including that most important branch of it which is so admirably carried out by the Depository in all its details, remains fully confirmed; and that a deep debt of public gratitude is eminently due to the Chief of the Department, as well as to all those who have so ably assisted him in laying down a system of public education upon such sound principles. If the establishment of the Depository is merely considered as having substituted true and intellectual learning in the stead of the vile trash inundating our public schools before it took effect, this alone would demand the firm support of every well-wisher to the prosperity of the rising generation, and I regret from the manner in which the attack has been made upon this valuable institution, (the *petition* having only been *presented* to the *House of Assembly*) that no present opportunity offers for advocating its interests in the Legislative Council—you may, however, rest assured, that to the utmost of my feeble power, I shall be at all times ready to do justice to a noble institution alike an honour and a glory to our common country.

I remain, Sir, your very obedient servant,
(Signed,) P. B. DeBLAQUIERE.

J. George Hodgins, Esq., M.A.,
Deputy Superintendent of Education.]

SCHOOL DISCIPLINE.—In Coleridge's time, the discipline at Christ's Hospital was ultra-Spartan; all domestic ties were to be put aside. "Boy!" Coleridge remembered Bower saying to him once, when he was crying the first day after his return from the holidays, "Boy! the school is your father! Boy! the school is your mother! Boy! the school is your brother! the school is your sister! the school is your first cousin, and your second cousin, and all the rest of your relations! Let's have no more crying."—*The Leisure Hour.*

III. Papers on Practical Education.

1. GUARD AGAINST MONOTONY IN SCHOOL EXERCISES.

All teachers have felt the creeping shade of depression and enervation, which naturally results from a regular order of exercises in the school-room. The teacher is not the only sharer of this incubus of monotony; the same is both felt and acted in the person and spirit of the pupil. This is the rock upon which so many of the craft are ruined. This, with that other and not less dispiriting cause, the departure of a class of mind that held the front rank in the school-room, upon whose characters the teacher has given the last stroke of his skill, ere crossing the threshold to struggle in life's battle. With them too often goes the life, the energy, and the courage of the teacher. Having smoothed the rough boards of the minds, and fitted them for their position in the social fabric, he feels disheartened as a new supply of the rough material rolls itself up before him for the same care, handiwork, and burnishing process as before.

The mind, upon which any one of these so operate as to discourage and unfit it for labour, needs to look well to the nature of things, and see if there is not a remedy for this evil, which loses to the profession many of the noblest and most careful of workmen. We think that the cause lies in the fact of keeping within the narrow limits of instruction, and not enriching and amassing intellectual wealth—current truths connected with every branch we teach—to be imparted as freely as obtained. In so doing, we invigorate our own thoughts, keep in constant expectancy the minds of those we instruct, and dispel wholly that appalling cloud of monotony, so begrimed with gloom and despair. Every task should be made a living embodiment, a real life, created anew, stripped of formality and dull verbiage. To effect this the teacher must be an eclectic, a gleaner, a kaleidoscope, turning up new shapes and beauties at all hours of the day. Let us do this and the flickering shadows of monotony will be lifted, and an intellectual sunlight will be felt reciprocally by both teacher and pupil.—*N. Y. Teacher.*

2. SCHOOL HOUSE INFLUENCE ON THE MORALITY OF OUR SCHOOLS.

We have heard many complaints against the operation of the common-school system; but that which gave us the most concern was the charge of immorality. It has been often said that immorality is a necessary incident of the *common school*, inasmuch as the pupils are drawn from all classes and grades of society, even the lowest and most degraded, and that, necessarily, there must be, by imitation and contact, a coarseness, rudeness, and vulgarity, not found in those denominated by way of special distinction, *select schools.*

Without desiring to draw an offensive comparison between two systems, each good in its sphere, it would be well to make some investigation of the subject; and in so doing we will be pleased if even the select schools may derive some benefit from the operation, as we have no doubt the common schools will.

It is easy to see that a pupil enjoys good health; it is easy to demonstrate that he has acquired the multiplication-table or the binomial theorem with its applications; and if this may be done in one case, a whole school may be brought to the same test. But how shall we test the morality of a school? Perhaps some one will answer, 'Just as we test its intellectual growth, by an examination of the teaching imparted and of the corresponding knowledge acquired, on moral and religious subjects, from Bible-reading, commandments, catechisms, and moral lectures.' Yes, my dear friend, these are all very good, admirable, indispensable; for we esteem the Bible as the only revelation of God to man, and the only true standard of morality; but still, perhaps, you don't understand our idea—how shall we know the practical morality of the school, not so much what they *know* as what they *do?* Theory and practice do not always accompany each other, for one of the most immoral schools we have known was the most religious—we do not mean the most Christian, but the most religious. How may I assure myself of the safety of my son and daughter when I commit them to the care of any school? The evil influences may be stronger than the precepts of virtue, and they may be ruined by 'evil communications' before I am aware of it; for the inclinations of the human heart are always in the direction of vice and opposition to virtue. I will try to answer the question.

It is a part of our philosophy that ethics and esthetics are as nearly allied as Christianity and cleanliness. If you would render the moral character of a school pure, you must cleanse and purify your school-building and its appurtenances, and keep them so. While we would form our opinion of the practical of the moral instruction by the general deportment of the pupils in and out of school—by their profanity, quarrelling, vulgarity, and rudeness, or the reverse,—we would not consider these indications infallible, as a very profane boy may not, and probably will not, indulge in that vice in our presence; and the fact that the boy does not quarrel and swear in our presence is no proof that he may not when we retire. Under our observation children rarely do wrong; and the great query is to know the value of our influence when our observation is withdrawn. This we may learn as Robinson Crusoe did the presence of humanity on his desolate island—*by the tracks.*

It is a very delicate subject to point out all the tracks which indicate vicious indulgence in and around the school. It is certain, however, that they who might be shocked the most are they who understand the subject least, and have most to learn that the moral character of a school and their fitness as teachers are indicated by the *moral character of the building and its premises.*

Can children be virtuous who are daily brought in contact with vulgar, profane and obscene associations about the school house, shocking to every sense of decency and virtue? Can the best precepts of morality, daily uttered, overcome that taint which is patent in, on and around the school-building? Can that teacher's influence be virtuous, whatever attention may be given to instruction in the duties of morality, who goes in and out daily before the school, and is too blind to see or too careless to cure those vices which are indicated by such tracks?

Perhaps these things are so common that they are esteemed the inseparable concomitants of the school, and not regarded as powerful immoral forces operating on the susceptible minds and passions of children. That they are common enough we know; but that they are inseparable we do not believe.

Were we seeking to know the intellectual and physical character of a school we would go where the children *are.* Did we desire to learn the moral character of a school, we should go where they *have been* and find their 'tracks'—around the school-house and back of it.—*Illinois Teacher.*

3. CONDITION OF OUR SCHOOL-HOUSES.

No travelled man, even of moderate observation, can have failed to notice the sad condition of some of our country school-houses. They are a libel on the thrift of our people. In no other single thing do you so neglect beauty, convenience, utility, and your own personal interests. Even your church-yards are pleasanter, better cared for and better situated.

We speak advisedly when we say, the majority of our farmers have out-buildings for their cattle, sheep, and horses, better situated, in better repair, and more comfortable than some school-houses. This lamentable state of things is not the result of ignorance or poverty;—but of *habitual neglect—carelessness.*

The characteristics of these old school-houses it is not necessary to enumerate. We all have painful recollections of the wild, barren locality, the shed-like building, the dilapidated door, the patched and broken, blind-less and curtain-less windows, the cracked and banded stove with smoking funnel, or the older and less comfortable fire-place, the high, hard, uncomfortable benches, the high and scarred desks, and the mephitic air of the low, unpainted, unpapered, unventilated room.

But modern ingenuity has done as much to improve school as dwelling-houses. It only needs to be appropriated to make them as comfortable, convenient, healthy and attractive.

The prime secret of the difficulty is here: new school-houses, especially in small districts, ease the purse-strings somewhat; and it is an outlay of money the people do not expect to realize any immediate benefit from. And it is too much the character of our people to make all their calculations in dollars and cents. And so the fathers cover their love of money by saying "the school-house is as good as when *they* went to school; the seats are as easy, the desks as convenient, the room as comfortable, the books and instruction better." They "don't hold to falling in with all these new-fangled notions." They pride themselves on being conservative men. But conservatism is no more synonymous with fogyism, than love with moonshine.

If there is any reason why every school-house should not be pleasantly situated, surrounded by appropriate play-grounds, and built in modern style, there is none why they should not be furnished with every improvement of modern invention. The teacher's desk ought to be deemed no better furnished without a standard Dictionary than the pulpit without a Bible. And suitable and reliable maps and charts are as appropriate and necessary on the walls of the school-room, as frescoings in churches and parlors. We think they would be of more benefit to children. Children, generally, don't love their books any too well; and don't study any more than is necessary in our common schools. Therefore it should be the study of parents to make the school-room in every respect as pleasant, convenient, and attractive as possible; as it is the study of educators

to make their text-books interesting as well as useful. *Utile cum dulci* should be the motto of every one who has influence with children, everywhere. It would save a great deal of the labor of making crooked characters straight. Let "beauty and utility dance together" always, when they will.—*New Hampshire Journal of Education.*

4. HOW TO MAKE DESKS AND SEATS.

[There are several places in this Province where school-desks and seats are made. Messrs. Jacques & Hay, of Toronto, furnish excellent hard-wood ones at $4 50 per set of two seats and one desk.]

The problem of an easy seat and desk for a school-room is a very important one, which, like many other problems, has not yet received its *only* good solution. I send you the following, as the result of my own labor and study. I have tried it by years of actual use, and know the plan and proportions to be good.

Make the seat from half an inch to an inch lower than one-fourth of the person's whole height. Make the back from one to two inches higher than one-fourth of the person's height. Make the desk (level) one-sixth of the person's height above the front edge of the seat (Reasons for this may be seen by referring to the Oxford Drawing Book.) Thus, for a person about six feet high the seat should be seventeen inches, the desk twenty-nine inches from the floor, and the back nineteen inches from the seat. For one three-and-a-half feet, the heights would be ten, seventeen, and twelve inches.

In a room for pupils of all sizes the seats may vary from ten to sixteen or seventeen inches high; the desks from seventeen to twenty-eight or twenty-nine. In a primary department seats may vary from ten to thirteen inches, and desks from seventeen to twenty-one. In an intermediate department seats from twelve to fifteen inches, and desks twenty to twenty-four. In a higher department seats fourteen to seventeen inches, desks twenty-three or twenty-four to twenty-eight or twenty-nine. In all cases seats should be graded with care, and pupils seated according to their sizes—the tallest in the back of the room.

Incline the seat from the front downward one inch in one foot. Incline the back one inch in six, except the back of the seat next to the wall, which should be about twenty-five inches wide and slant one in five.

The seat for the largest size should be full twelve inches wide, and the top (or lid) of the desk eighteen or nineteen. The ends of all boards should project an inch over the standard, for firmness in nailing Nail-heads should not be *set*, so as to require putty for children to pick out.

Every projecting corner of the seat, back, and desk, should be rounded to a quarter circle of a radius of three or four inches; every outer edge of the same to a semicircle. Desks for two should be from three-and-a-half feet to three feet nine inches in length for larger pupils; while three feet is long enough for a primary department. To vary the size, after making enough for one row across the room, cut off from the top and bottom of the standard each quarter of an inch; from the width of the lid and back each quarter of an inch; and from the width of the seat one-eighth of an inch. The seat should never be less than ten inches wide. These variations may be two or three times as great in a promiscuous school.

The standard may be, at each side, an inch or more narrower than the top and seat to be nailed upon it.

The shelf should be rabbeted (I think that is the term) into the standard; and the latter be nailed to the floor. Both are stronger and neater than cleats.

The whole, made of *well-seasoned* whitewood (which is less liable to split than pine), nicely grained and varnished, give a room a very neat appearance, are comfortable, and not so likely to be cut to pieces as those not well-finished.—*Illinois Teacher.*

5. PROGRAMME FOR DRAWING.*

[The subject of Drawing, as yet, hardly begins to receive the attention which its true importance demands. A knowledge of the principles of this art will be found exceedingly useful in all departments, and an ability to apply these principles to practical use will prove almost invaluable in some instances.]

There are several imperative reasons why drawing should be taught from the blackboard, the most important of which is, that it deprives the pupils of the means of mechanical measurement from the patterns. All instruments for the purpose of measurement must be excluded. The pupil is required to produce the same figure on a different scale and preserve the same proportions, that the eye and taste may be improved by intelligent comparison of its different parts.

For children from eight to ten years, teaching the elementary parallel straight lines, in different positions and at equal distances, of not less than six to eight inches in length, during the same exercise, showing and explaining to the pupil what is the length of one, two, three, four, &c., inches, also of a foot and more; in this way the eye of the pupil will soon measure the size of everything he sees; this is to teach him how to see correctly, and is very practical. With the straight lines, let the pupil form the right, acute, and obtuse angles, the triangles, and last the square. The pupil has taken a vast step when he can draw a correct square by the eye. He should then be taught to draw from the *cube*, and also from other prismatic figures placed before them in the simplest position; the rules of the perspective to be explained; he should also draw tables, books, and any natural object composed of straight lines.

Next step advance to the *curve* lines, then make simple figures of the same curves; as leaves, &c., following the same particular rules as in the straight lines.

Next draw the *ellipsis*, and, when thoroughly mastered, draw simple figures which are composed of the ellipsis and curve lines; as vases, &c.

Next step, advance to the *circle*, and if mastered, draw the *scroll*, and when able to draw these correctly, in size not less than five to six inches diameter, you will be prepared to advance to simple symmetrical ornaments, both from plaster and from the blackboard.

Children from ten to twelve years may commence with geometrical definitions and geometrical drawings with the use of the compasses,* constructing the angles, erecting perpendiculars, dividing, drawing the geometrical figures, triangles, quarter-angles, polygons, &c., simple practical lessons in perspectiive, and map drawing. Ornamental drawing should be continued, only somewhat more complicated; for the study of outlines, they should be symmetrical figures, that is, both sides should be alike, it being the most critical training for the eye, the slightest inaccuracy being at once detected; all the figures should be analyzed and resolved into their elementary lines, as a word is resolved into the letters of which it is composed; the anatomy of a drawing, thus taken to pieces and put together again, becomes so fixed in the mind of the pupil that a perfect understanding of the principles of drawing can not fail to be the result. By these means every pupil learns, while by mechanical copying the pupil without talent makes no proficiency at all. In drawing from plaster models, the same explanation is given

After having drawn the figure, both from plaster and blackboard, understandingly, the *patterns* should be removed, and the pupils should be required to draw the same from *memory;* thus he retains the forms in his mind, he is prepared to use the different parts of the figure in other combinations, and becomes not a mere *copyist*, but a *designer*. (We can never teach designing unless the pupil has some ideas already in his mind to use in new combinations). Pupils frequently draw for years, without being able to produce a figure mentally; and this alone is what we want, independent mental operations, to enable one without patterns to make new combinations.

The drawing should first be studied and understood; next, it should be fixed upon the memory; it should be taught as a mental acquisition, not a mere outside exercise for the fingers; talent is discovered by a happy combination of the elements. Modelling of simple ornaments in clay or wax can also be commenced.

Pupils from twelve to fourteen years should be taught geometry, with reference to mensuration and surveying; also, descriptive geometry, shades and shadows, with a view to architectural and machine drawing; for these latter a few models are required. The five orders in architecture, the architectural terms, &c., also linear Perspective in simple short lectures with aid of the blackboard.

Isometrical drawing, for this is one of the most useful departments for all the mechanical trades, as the workman can take every measure from such drawings, and it is at the same time a kind of Perspective.

All the lessons which require the aid of mathematical instruments should also be taught from the blackboard; first and last it saves a text-book; the pupil should have a blank book neatly prepared in which to make his geometrical drawings, and write the explanations; *all his drawings* should be thus prepared for the future use of the pupil and examination by the *visitor*. A pupil will really learn more from the blackboard in half an hour than from the text-book in a day, thus saving much time. As the pupil acquires more power of combining and analyzing more complicated figures, shading may be taught both from plaster models and good patterns. If shading is taught too soon it is a great loss, as the time can be more profitably employed in outline drawing.

Ornamental designing should now be commenced, and the different styles of ornaments must now be explained.

If the pupil pursues other than mechanical occupations, he may now draw the human head and figure, and, when prepared, draw both from plaster; also, landscape drawing may be taught. He

* For list of Drawing Materials in the Educational Depository, see page 176.

* It may be well to show the pupils how to make a simple pair of compasses of wood, and so save the expense of buying the instrument.

will, with his previous preparations, be able to do something which is valuable; he may also learn to draw on stone.

Modelling on a more extensive scale should be taught.

If the pupil enters a High School, architectural, machine, and all kinds of mechanical drawing should be pursued with reference to the different occupations in every-day life; also, designing.—*Connecticut Common School Journal.*

IV. Papers on Colonial Subjects.

1. IMPERIAL TABLE OF COLONIAL PRECEDENCE.

The following Table of Precedence is to be observed in Her Majesty's Colonial Possessions:—

1. The Governor or Lieutenant Governor or Officer Administering the Government.
2. The Lieutenant Governor, (not Administering the Government) or the Senior Officer in command of the Troops, if he is to succeed to the Administration of the Government, in case of the death or absence of the Governor, Lieutenant Governor, or Officer Administering the Government.

In the event of hostilities, the Senior Officer in Command of the Troops will take this Precedency under any circumstances.

In those Settlements at a distance from the Seat of the Colonial Government, which are under the immediate authority of a Superintendent, that Officer within the Settlement precedes all persons except the Officer in the Administration of the Government of the Colony.

3. The Bishop.
4. The Chief Justice.
5. The Members of the Executive Council. Their relative Precedency is established in each case by Her Majesty's "Instruction" to the Governors of Colonies.
6. The President of the Legislative Council.
7. The Members of the Legislative Council.
8. The Speaker of the House of Assembly.
9. The Puisné Judges.
10. The Members of the House of Assembly.
11. The Colonial Secretary, (not being in the Executive Council.)
12. The Commissioners, or Government Agents of Provinces or Districts.
13. The Attorney General.
14. The Solicitor General.
15. The Senior Officer in Command of the Troops, except in the cases already provided for.
16. The Archdeacon.
17. The Treasurer, Paymaster General, or Collector of Internal Revenue.
18. The Auditor, or Inspector General of Accounts.
19. The Commissioner of Crown Lands.
20. The Collector of Customs.
21. The Comptroller of Customs.
22. The Surveyor General.

(17–22: Not being Members of Executive Council.)

23. The Clerk of the Executive Council.
24. The Clerk of the Legislative Council.
25. The Clerk of the House of Assembly.

&c., &c., &c.,

26. In Courts for the Trial of Piracy, the Members to take rank according to the Order in which they are designated in Her Majesty's Commission; except in the case of the Naval Commander-in-Chief, (where there is one) to whom, as a matter of courtesy, the Chair on the right of the President of the Court is assigned.

2. INFLUENCE OF PUBLIC WORKS ON PRIVATE PROPERTY—THE WELLAND CANAL.

The Hon. W. H. Merritt on his recent election to the Legislative Council, referred to the Welland Canal, (the great work of his life,) in the following terms:—"While here, (at Allanburgh,) I cannot refrain from reminding you that, in 1818, the Welland Canal was commenced on this spot, by running a water level between Chippawa and the source of the 12 Mile Creek. In 1823 a subscription of $16 was raised and the first spirit level run; an Act of Incorporation obtained, stock subscribed, and on the 30th November, 1824, the first sod was removed, on the farm where we now stand; and notwithstanding the poverty of the country, scarcity of money, general want of confidence in its usefulness, and the prevalling opinion that it could not be finished, the work was not retarded a single day, until two vessels passed through from Lake to Lake, on the 30th Nov., 1829—five years from its commencement. It is unnecessary for me to point out to you who were on the spot, the difficulties incurred in procuring the means. At the close of each year debts were incurred to the amount of many thousand dollars, without knowing where the money could be had to commence again in the ensuing year; but, by fairly representing the magnitude and importance of the undertaking, appealing to the Governments of Upper and Lower Canada, Great Britain, and procuring individual security for the payment of interest, it was opened to Gravelly Bay, on Lake Erie, in 1832. What has been the result? Your lands were purchased from Lake to Lake, from $2 50 to $20 per acre—not exceeding in all $8,000; while about 20 years after, you received for the construction of the Welland Railway (for one-half the quantity) nearly $100,000—more than tenfold that amount.

3. THE CANADIAN VETERANS OF 1812.

The *Leader* thus refers to the old veterans who crossed in the steamer from Toronto to meet the Prince at Brock's monument:—It was a curious study to watch the Veterans as they slowly paced up and down, or else sat silent and apart from the noisy and merry crowd which swarmed over the ship. No doubt many of them must have recalled the time when they were as blithe as the gayest volunteer then on board—when their step was as firm, and their bearing as erect—their accountrements as bright. It was almost enough to provoke a smile to see some of those old braves with their swords carefully wrapped up in a newspaper—probably the same sword which had been worn in those days when carpet knights were at a discount—when hard knocks were their pay, and a fatherland the cause they fought for. Not a few of them had been present at the famous battle of York—the shadow of which was dimly seen in the uncertain light of daybreak—and could point out to their admiring friends the spot where General Pike landed at the head of the American army, and drove the outlying pickets back on "Muddy Little York." There were some who had heard the thundering crash of the explosion when the magazine which stood where the Garrison Common now is, was blown up by our troops, giving the signal for retreat which ended in the capture of our now famous Toronto. There were also present those who had charged up the Heights of Queenston side by side with the immortal Brock, and had joined in that ringing cry "Revenge the General!" which burst from the lips of the maddened troops as they dashed up the hill and drove the enemy up its steep sides and over its brink. The man who buried Brock must not be forgotten. He is an old man, and ever since he assisted to place that hero in his grave, as if in commemoration of the event, he has followed the "undertaking business." Scores of other notables were also present. Men who had a hand in a hundred scrimages and could tell a thousand stories of campaigning life—of hair-breadth escapes by flood and field. But to pursue the subject farther would be tedious.

4. BARNETT'S NIAGARA FALLS MUSEUM.

We take from the Drummondville *Reporter* the following description of the new museum erected at the Falls by Mr. Barnett—an edifice that is really a credit to the country, not only architecturally, but more so on account of its varied and well arranged contents, which make it by far the best collection in Canada.

It gives us much pleasure this week to announce to our readers that the new and beautiful Museum of Mr. Barnett, of Niagara Falls, is now nearly completed, and will be opened for the public about the 6th of June.

At present much yet remains to be done in arranging the specimens, and it would be impossible for us at this time to give even a faint description of the manner in which they will be classified. The galleries are semi-circular, and the cases so arranged that the entire forest scene will be presented. The galleries are well lighted from the top, over 1800 panes of glass having been used.

The plan of the building was prepared by Mr. Otis, architect, of Buffalo; the style is modern, and presents to the eye of the visitor a grand and imposing appearance. It is three stories high, built of cut stone, and is roofed with slate. Its dimensions are—

	Feet.
Width of front	102
Depth	128
Height of top of cupola	76
Height of ceiling of Museum	37
Area of gallery space	3,312
Length of galleries	389

On the top is a promenade, extending over an area of 946 feet, from which a most delightful panoramic view is presented, embracing the rapids and islands above the Falls, a full view of the Horseshoe and American Falls and the foaming waters of the river beneath; Table Rock, Goat Island, the Ferry, and many other points of

interest are all stretched out in beauteous array to the eye of the visitor. The pleasure garden, with its flowers and shady retreats, presents a very inviting appearance, and we feel sure that no visitor will ever regret the time spent in viewing the many attractions Mr. Barnet has in store, and lovers of Natural History will find one of the noblest institutions for its study and advancement on this continent.—*Niagara Mail.*

5. BISHOPS' COLLEGE, LENNOXVILLE.

Between the French parishes which line the Southern bank of the St. Lawrence, in Lower Canada, and the frontier of the United States, there is a tract of some hundred miles in length, and from thirty to fifty in breadth, which is being rapidly occupied by a population of Anglo-Saxon origin. The climate is eminently salubrious, though the winters are sometimes long and severe. The country abounds in minerals; and is well adapted for the rearing of cattle, and for most kinds of farm produce; and the beauty of its lakes and mountains is not easily surpassed.

In the heart of this romantic and little-known region is situated Bishops' College—an institution of which many of our readers may know the name, and probably but little more. As our object is to be an organ of the Canadian Church at large, and to give an account of Church work and Church progress throughout the country we need make no apology for devoting a few paragraphs to a sketch of the present state and prospects of an institution from which much may be looked for heareafter, and whose progress we shall watch with unfeigned interest.

The College itself is built on a rising ground, at the junction of the rivers Masawippi and St. Francis, close to the pretty village of Lennoxville, and about three miles from the rising town of Sherbrooke. It was founded to supply the want of a seminary for the education of candidates for the ministry of the Church of England, after the secularization of McGill College, Montreal. The site was fixed at Lennoxville chiefly on account of its central position as regards the English-speaking population of Lower Canada, regard being also had to the beauty and salubrity of the locality, and the moderation it promised in the scale of expenses. A considerable sum—nearly £3,000—was also offered in the neighbourhood.

The College-building consist of a plain and unadorned pile of brick, comprising rooms for some twenty students, with a residence for the Principal, and a chapel. The latter is of architectural pretensions, and was erected in 1856, at a cost of about £1,200, by contributions from England. It will accommodate about 120, and is arranged after the Oxford and Cambridge model. The windows are all of stained glass. The eastern triplet—by Clutterbuck, of London, England, a so-called "Literary window" was presented by the friends of Bishop Mountain. The north-east window is in memory of a student of great promise, who died on the eve of ordination. The chapel was consecrated in 1857, and has been in daily use ever since. philosophical apparatus not yet complete, and the nucleus of a The library consists of about 4,000 volumes. There is also a museum.

The endowment proceeds mainly from grants made by the Societies for propagating the Gospel and promoting Christian knowledge; from an annual grant of £500 from the Legislature; and from a noble donation of £6,000 sterling by an English friend of the Bishop of Quebec,—T. C. Harrold, Esq.,—whose name the Professorship of Divinity now bears. There is also a sum of about £400 per annum available for the assistance of students for holy orders, derived from the Society for the propagation of the Gospel.

The present staff includes a Principal, who is also Professor of Classics; a Professor of Divinity and Hebrew, a Professor of Mathematics and Natural Philosophy, the Rector of the junior department and Grammar School, and a Bursar. Of these, two are of Oxford, two of Cambridge, and one of King's College, Aberdeen. There are at present twenty students in the College,—four in Divinity Hall and sixteen in Arts; and about sixty boys in the Grammar School. The students, for the most part, reside in College, and the expenses are on the most moderate scale. The subjects read in the Arts' course are those usually required in the Universities at home. The Divinity course begins after the B. A. degree, and extends over two years. The Bishops of Quebec and Montreal may however, give permission to any one they think duly qualified, to enter this latter course at once; and to such the University grants the title of Licentiate in Theology, if, after two years' residence, they pass a satisfactory examination. They can then proceed, if they please, to B.D. in due course. We may observe, in passing, that the College is by no means exclusively a theological one, as has often been supposed. The Medical and Law Faculties have not yet been organized, but the Arts' course is open to any one, whether a member of the Church of England or not, who chooses to avail himself of it. Since 1845, the College has sent forth, besides lay-graduates, about fifty clergymen,—thirty of whom are now labouring in Lower Canada, and the remainder in Upper Canada, the United States and England.

Considerable changes have recently been introduced, which, it is hoped, will render the whole institution more widely useful. The Grammar School is to be incorporated with the College, and the Professors are to take part in the instruction there given. The study of modern languages is also to be more extensively pursued. In these reforms, Kings' College, London, has been kept in view, as being better adapted to the circumstances of the country than the older foundations.

To provide the requisite buildings and an endowment for the Rector of the School, and generally to increase the efficiency of the College, an attempt is now being made to raise a sum of $50,000. About one-third of this amount has been promised, and the Principal and Professors are still engaged in bringing their appeal before the friends of public education throughout the Province. Committees have been nominated to co-operate in Quebec and Montreal; and a public meeting has been held in the former city, with very satisfactory results. We heartily wish the College God speed; and trust that she will not only send out of the University a succession of well-trained and earnest men to serve God in the Church and in the State, but also succeed in the arduous task of building up, as her junior department, a permanent and efficient Public School.—*Montreal Paper.*

V. Papers on Physical Geography.

1. THE SAGUENAY RIVER OF CANADA.

From the letters of the correspondent of the London *Times*, written during the tour of the Prince of Wales, we select the following graphic sketch of the river Saguenay:—The Saguenay is only some 120 miles distant from Quebec; but, as the river is of its kind the most extraordinary in the whole world, it was arranged that the Prince should spend at least two days in fishing and boating between the tremendous cliffs which hem it on every side. Gloomy black clouds rested on the mountains, and seemed to double their height, pouring over the ragged cliffs in a stream of mist, till, lifting suddenly with the gusts of wind, they allowed short glimpses into what may almost be called the terror of the Saguenay scenery. It is on such a day above all others, that the savage wildness and gloom of this extraordinary river is seen to the greatest advantage. Sunlight and clear skies are out of place over its black waters; anything which recalls the life and smile of nature is not in unison with its hugh naked cliffs, raw, cold, and silent as tombs. An Italian Spring could effect no change in its deadly rugged aspect, nor does winter add an iota to its mournful desolation. It is a river which one should see if only to know what dreadful aspects nature can assume in her wild moods. Once seen, however, few will care to visit it again, for it is with a sense of relief that you emerge from its sullen gloom, and look back upon it as a kind of vault,—Nature's sarcophagus, where life or sound has never entered. Compared to it the Dead Sea is a blooming garden, and the wildest ravines look cosy and smiling. It is wild without the least variety, and grand apparently in spite of itself, while so utter is the solitude, so dreary and monotonous the frown of its great black walls of rock, that the tourist is sure to get impatient with its sullen reserve till he feels a positive antipathy to its very name. Some six miles above it is the little town, or, as in England we should call it, village of Tadousac. It is more than 300 years since Jacques Cartier, the discoverer of Canada, the adventurer who, through his misinterpretation of the Indian word "welcome," gave the present name to the country, landed here. It was almost his first real resting place, and the first mention which we hear of the Saguenay is one which now well befits its savage aspect, for Cartier sent a boat and crew to explore its rocky chasm which were never more heard of. From that day to this the river has had a name which, allowing for the difference of times and creeds, only the Styx can equal. At the mouth of the Saguenay the water varies in depth from 10 to 16 fathoms, but once between the walls of the river and the depth from end to end is never less than 100 fathoms, generally 150. On either side, at a distance of about a mile apart, the cliffs rise up thin, black and straight, varying in perpendicular height from 1,200 to 1,600 feet, and this is the character of the river Saguenay from its mouth to its source. On the right bank the cliffs are poorly mantled here and there with stunted pines, but on the left there is scarcely a sign of life or verdure, and the granite rocks stick up, white and bleached, in the gloomy air like the bones of an old world. At two places, St. Marguerite and between Capes Trinity and Eternity, where smaller tributaries pour their contributions into the deep, black stream, a breach occurs in the wall of rocks, as if some giant hand had torn them forcibly back, and left them strewn and baffled of their power in uncouth lumps over the valleys beyond. But these

are the only openings, the only means of escape, if they may be so called, from the silent gloom of this dead river. The Saguenay seems to want painting—wants blowing up, or draining—anything in short to alter its morose, eternal quiet awe. Talk of Lethe or the Styx; they must have been purling brooks compared with this savage river, and a picnic on the banks of either would be preferable to one on the Saguenay. * * * Before the Prince left for a trip up the river, Captain Hope of the *Flying Fish*, received orders to get up steam and take all the officers of the squadron on an excursion up the river. The *Flying Fish* has the honor of being the first man-of-war that ever passed up the Saguenay. From St. Marguerite the smart little sloop steamed on to where the wild scenery of the river culminates at a littte inlet on the right bank between Capes Trinity and Eternity. Than these two dreadful headlands nothing can be imagined more grand or more impressive. For one brief moment the rugged character of the river is partly softened, and, looking back into the deep valley between the capes, the land has an aspect of life and wild luxuriance which, though not rich, at least seems no comparison with the previous awful barrenness. Cape Trinity on the side towards the landward opening is pretty thickly clothed with fir and birch mingled together in a color contrast which is beautiful enough, especially when the rocks show out among them, with their little cascades and waterfalls like strips of silver shining in the sun. But Cape Eternity, which well becomes its name, is the very reverse of all this, and seems to frown in gloomy indignation on its brother cape for the weakness it betrays in allowing anything like life or verdure to shield its wild, uncouth deformity. Cape Eternity certainly shows no sign of relaxing in this respect from its deep savage grandeur. It is one tremendous cliff of granite, more than 1,500 feet high, and inclining forward some 200 feet, brow-beating all beneath it, and making as if at any moment it would fall and overwhelm the deep black stream which flows down so cool and motionless below. High up on its rough gray brows a few stunted pines show like bristles their scathed white arms, giving an awful aspect to the mass, blanched here and there by the tempests of ages, stained and discolored by little waterfall-, in blotchy and decaying spots, but all speaking mutely of a long-gone time when the Saguenay was old, silent, and gloomy, before England was known, or the name of Christianity understood.

Unlike Niagara, and all other of God's great works in nature, you do not wish for silence or solitude here. Companionship becomes doubly necessary in an awful solitude like this, and though you involuntarily talk in subdued tones, still talk you must, if only to relieve your mind of the feeling of loneliness and desolation which seems to weigh on all who venture up the Saguenay. The *Flying Fish* passed under this cape slowly with her yards almost touching the rock, though with more than a thousand feet of water under her, and even the middies and youngsters from the squadron were awed by the scene into a temporary quietness. The solemn and almost forbidding silence at last became too much. The party had not come out to be overawed, chilled, and subdued by rocks, however tremendous, so it was carried *nem. con.*, that dead and stoney as they were, they must have the echoes, and the time was come to wake them. In a minute after, and Captain Hope having good-naturedly given his consent, one of the largest 68-pounders was cast loose and trained aft to the face of the cliff. From under its overhanging mass the *Flying Fish* was moved with care lest any loose crag should be sufficiently disturbed by the concussion to come down bodily upon her decks. A safe distance thus gained, the gun was fired. None who were in the *Flying Fish* that day will ever forget its sound. For the space of a quarter of a minute after the discharge there was a dead silence, and then, as if the report and concussion were hurled back down upon the decks, the echoes came in crash on crash. It seemed as if the rocks and crags had all sprung into life under the tremendous din, and as if each was firing 68-pounders full upon us, in sharp crushing volleys, till at last they grew hoarser in their anger, and retreated, bellowing slowly, carrying the tale of invaded solitude from hill to hill, till all the distant mountains seemed to roar and groan at the intrusion. It was the first time these hideous cliffs had ever been made to speak, and when they did break silence they did it to some purpose. A few miles further on the *Flying Fish* passed under Statue Point, where some 1,000 feet above the water a huge rough Gothic arch gives entrance to a cave in which, as yet, the foot of man has never trod. Before the entrance to this black aperture a gigantic rock, like the statue of some Titan, once stood. A few years ago, during the winter, it gave way, and the monstrous figure came crashing down through the ice of the Saguenay, and left bare to view the entrance to the cavern it had guarded perhaps for ages. Beyond this, again, is the Tableau Rock, a sheet of dark coloured granite, some 600 feet high, by 300 wide, as straight and almost as smooth as a mirror. After passing this the interest in the scenery declined, so the *Flying Fish* turned about and made the best of her way down the river. Passing St. Marguerite the Prince was still busy with his fishing, and a Royal salute was fired, the echoes of which I believe, are still wandering in search of rest to this very hour.

---

2. FIRST DISCOVERY OF THE GREAT SALT LAKE IN UTAH.

The first allusion to the celebrated sheet of water known as Utah, or Great Salt Lake, is supposed to have been made by Baron le Hontan, who as early as 1689 wrote an account of his discoveries in that region. The description, however, is so vague, if not incorrect, that some have regarded the body of water referred to as the Pacific Ocean; while others have looked upon the whole account as fabulous. In 1776, Father Escalante travelled from near Santa Fé, New Mexico, to the great Colorado, and thence to the Gila river. In his report he states that the Indians informed him of a lake to the Northward, whose waters produced a burning sensation when they touched the skin. Those savages of the interior could probably come no nearer the reality in explaining the taste of the salt. A river (Timpanogos,) which they described as flowing into that lake, is still pointed out on the map as one of its tributaries. Mr. Robert Campbell, of St Louis, whose connection with the fur trade has made him an authority on the subject, considers James Bridger the first white discoverer of the Great Salt Lake. He states, from testimony considered trustworthy, that a party of trappers who had ascended the Missouri in 1824, being obliged to spend the following winter on Bear river (west of the mountains) a bet was laid between two of them as to the course of the stream, whereupon Bridger was appointed to follow it to its source and decide the wager. This took him to the region where the river passes through the mountains, and there he discovered Utah Lake. He went to the margin and tasted the water, reporting the circumstance to his companions. For a time it was supposed to be an arm of the Pacific Ocean; but in the Spring of 1826 it was discovered to have no outlet. During the previous summer a party of trappers from Hudson's Bay, under the leadership of Peter Ogden, discovered Humboldt's river, which for a time received the name of Ogden river or St. Mary's. The present name was given to it by Colonel Fremont, when he traversed that region in 1844. Up to about thirty years ago it was believed by many that Salt Lake discharged its surplus waters into the Pacific by two streams, one of which was the Buonaventura, already mentioned In general, the country beyond the Rocky Mountains was looked upon as the counterpart of the Eastern slope, numerous large streams running nearly due West to the Ocean. Of the Sierra Nevada and even the coast range in California, little or nothing was known. The additions made to geographical knowledge by Captain Bonneville were numerous and important. The sources of those rivers, which rise in the Rocky Mountains for 150 miles North of South Pass, were determined so carefully that his map is still considered the best original one of that region. The long chain of lakes at the end of Humboldt's river was also first discovered by that division of the expedition under command of Walker. For the first time it was ascertained that the sources of the Missouri, the Platte, the Columbia, and the Colorado, pursuing so different directions, approached to within a short distance of each other.

---

3. VEGETATION AT THE RED RIVER.

In the summer season the vegetation in this Settlement is very luxuriant. The limitless praries which environ us are fragrant with the perfume of a thousand wild plants and flowers. Lillies, blue-bells, roses, white bell flowers, and countless others of rare beauty, now bloom on these plains. Clumps of grey willow dot the land, and mark its most fertile portions; whilst the green willows scattered over its surface indicate the marshy sections, and they are more numerous this year than usual, the season having been very humid. In these swampy places the cattle find excellent feeding. They resort thither regularly—keeping together in large bands—and at eventide "the lowering herds wind slowly o'er the lea" homeward. Wild fruits are also very prolific in Red River. Everywhere, hiding in the thickets and in the long wavy grass, the strawberry plant flourishes, but the berries have all been plucked long since. Raspberries are abundant, and generally wear that rich ruddy colour which betokens a good and ripe flavour. Saskatome berries, gooseberries and prunes grow in great quantities in the woods which skirt the main river and its tributary the Assiniboine. All these wild fruits enter largely into the household economy of the gude-wives of the settlement, who use them in preserves and other delicacies. The number and variety of herbs and plants, are not less noticeable than the amazing size which they attain. The soil absolutely teems with them, and in many places they tower to a height of six and seven feet. Hops, and parasitic plants innu-

merable entwine in wild and beautiful mazes, and combine in making scenes entirely lovely. The cultivation of fruits and flowers is not yet, we are sorry to say, receiving anything like a due share of attention generally. In a few instances one gets a view of a really tasteful garden, well laid out and trimly kept. But in the great majority of cases, a flower or two is all that can be seen. The difficulty of procuring seed has, doubtless, caused this state of things to some extent; but the primary source of the evil is, we think, not unjustly attributed to neglect. In some gardens rhubarb, the best of its kind, was fully grown on the 14th of June, and peas were culled three weeks ago. Melons ripened in hot-houses on the 1st of July. Peas were matured several weeks since, when they had attained a growth of six feet. The numerous other vegetables sown here look well, and are growing rapidly, under the influence of the rains and warm weather. The yield of currants in this and some other gardens is something wonderful—the bushes being bent down under the weight of their rich fruit.—*Nor' Wester.*

4. MARVELS OF THE MISSISSIPPI RIVER.

The difference of level between high and low water at Cairo is fifty feet. The width and depth of the river from Cairo and Memphis to New Orleans is not materially increased, yet immense additions are made to the quantity of the water in the channel by large streams from both the eastern and western sides of the Mississippi. The question naturally arises what becomes of this vast added volume of water? It certainly never reaches New Orleans, and as certainly does not evaporate; and of course is not confined to the channel of the river, for it would rise far above the entire region south of us.

If a well is sunk anywhere in the Arkansas bottom, water is found as soon as the water level of the Mississippi is reached. When the Mississippi goes down, the water sinks accordingly in the well. The owner of a saw-mill, some twenty miles from the Mississippi, in Arkansas, dug a well to supply the boilers of his engine, during the late flood. When the water receded, his well went down till his hose would no longer reach the water, and finally his well went dry. He dug a ditch to an adjacent lake, to let the water into his well; the lake was drained, and the well was dry again, having literally drank ten acres of water in less than a week.

The inference is, that the whole valley of the Mississippi, from its banks to the highlands, on either side, rests on a porous substratum which absorbs the redundant waters, and thus prevents that degree of accumulation which would long since have swept New Orleans into the Gulf but for this provision of nature, to which alone her safety is attributable. In fact, if the alluvia bottoms of the Mississippi were like the shores of the Ohio, the vast plain from Cairo to New Orleans would to day be part and parcel of the Gulf of Mexico, and the whole valley a fresh water arm of the sea.

Were the geological character of the valley different, the construction of levees, confining the water of the Mississippi to its channels, would cause the rise in the river to become so great at the south, that not sufficient levees could be built. The current would be stronger and the accumulation of water greater, as the levees are extended north of us.

Such results were, reasonably enough, anticipated; but if the water, instead of breaking the levees, permeates the porous soil, and the overflow is really beneath the surface of the swamps. Such it seems to us, are the wise provisions of natural laws for the safety and ultimate reclamation of the rich country south of us. We believe that the levee system will be successful, and that the object of its adoption will be obtained. The porousness of the materials used in making them has caused most, if not all, the crevasses. Men may deem it a superhuman task to wall in the Mississippi from Cairo to New Orleans, but our levees are the work of pigmies when contrasted with the dykes of Holland. The flood tide of the Mississippi is but a ripple on the surface of a glassy pool, compared with the ocean billows that dash against the artificial shores of Holland. The country to be reclaimed by our levees—all of which will not, for fifty years, cost the people as much as those of the Dutch when originally built—would make one hundred such kingdoms as that over which a Bonaparte once wielded the sceptre.—*Memphis Avalanche.*

ENGLAND THE CENTRE OF THE EARTH.—If we divide the globe into two hemispheres, according to the maximum extent of land and water in each, we arrive at the curious result of designating England as the centre of the former, or terrene half; an antipodal point near New Zealand as the centre of the aqueous hemisphere. The exact position in England is not far from the Land's End; so that if an observer were there raised to such a height as to discern at once the half of the globe, he would see the greatest possible extent of land; if similarly elevated at New Zealand, the greatest possible surface of water.—*Quarterly Review.*

VI. Miscellaneous.

1. THE DEATH OF WOLFE.*

BY CHARLES SANGSTER, A CANADIAN POET.

"They run! they run!"—"Who run?" Not they
Who faced that decimating fire
As coolly as if human ire
Were rooted from their hearts;
They run, while he who led the way
So bravely on that glorious day,
Burns for one word with keen desire
Ere waning life departs!

"They run! they run!"—"*Who* run?" he cried,
As swiftly to his pallid brow,
Like crimson sunlight upon snow,
The anxious blood returned;
"*The French! The French!*" a voice replied,
When quickly paled life's ebbing tide:
And though his words were weak and low
His eye with valor burned.

"Thank God! I die in peace!" he said;
And calmly yielding up his breath,
There trod the shadowy realms of death
A good man and a brave;
Through all the regions of the dead,
Behold his spirit, spectre-led.
Crowned with the amaranthine wreath
That blooms not for the slave.

2. SIR ISAAC BROCK, "THE HERO OF UPPER CANADA."

A Poem written on the occasion of the inauguration of the new Monument to Brock.

No tongue need blazon forth their fame—
The cheers that stir the sacred hill
Are but mere promptings of the will
That conquered then, that conquers still;
And generations yet shall thrill
At Brock's remembered name.

Some souls are the Hesperides
Heaven sends to guard the golden age,
Illuming the historic page
With records of their pilgrimage;
True Martyr, Hero, Poet, Sage:
And he was one of these.

Each in his lofty sphere sublime
Sits crowned above the common throng,
Wrestling with some Pythonic wrong,
In prayer, in thunder, thought, or song;
Briareus-limbed, they sweep along,
The Typhons of the time.—*Ibid.*

3. DIRECTIONS FROM A PARENT TO HIS SON, ON HIS ENTERING INTO MERCANTILE BUSINESS.

1. You are to give your constant attendance at the counting-room or store, (business or no business) during office hours, except you are sent out by Mr. —— or go by his permission.

2. When out on business, finish it with dispatch, and return immediately.

3. Keep your store in the most regular and neatest order, especially your desks, books, and files of papers.

4. Whatever business you may have on hand, execute it, not in a hurry, but in the best style, instantly without delay. "Procrastination is the thief of time."

5. Whenever you deliver an article, see that it be charged the very first thing you do. It will require your utmost attention and consideration to enable you to execute your duties faithfully and correctly, especially till practice makes business familiar.

6. The last and most important: you are inviolably to keep your master's secrets; relate none of his business, not even to your most intimate friends. A breach of this injunction would be treason on your part, and the reason will be obvious to you. Mr. —— will cheerfully grant you every indulgence. Should you want to be absent an hour, or even more, he will not object; but you must

* From a volume of poems recently published by Mr. Lovell, of Montreal.

be careful never to ask these favours when your presence is necessary in the store. Think it not derogatory to perform any work amongst the goods in the store; the exercise will be useful to strengthen your muscles and preserve your health. Be careful to improve your handwriting by copying in the best style, and when you write a letter, you should do it as if it was to be inspected by all your acquaintance, and you should never write fast.—*Hunt's Magazine.*

4. A SCORE OF IMPOLITE THINGS IN WHICH YOUNG PERSONS RENDER THEMSELVES VERY DISAGREEABLE.

1. Loud and boisterous laughter.
2. Reading when others are talking.
3. Reading aloud in company without being asked.
4. Talking when others are reading.
5. Spitting about the house, smoking or chewing.
6. Cutting finger nails in company.
7. Leaving a Church before Public Worship is closed.
8. Whispering or laughing in the House of God.
9. Gazing rudely at strangers.
10. Leaving a stranger without a seat.
11. A want of respect and reverence for seniors.
12. Correcting older persons than yourself, especially parents.
13. Receiving a present without an expression of gratitude.
14. Making yourself the hero of your own story.
15. Laughing at the mistakes of others.
16. Joking of others in company.
17. Commencing talking before others have finished speaking.
18. Answering questions which have been put to others.
19. Commencing to eat as soon as you get to the table; and—
20. In not listening to what one is saying in company—unless you desire to show open contempt for the speaker. A well-bred person will not make an observation whilst another of the company is addressing himself to it.

5. THE OXFORD MIDDLE CLASS EXAMINATIONS.

In 1859 the number who presented themselves was 896, of whom 299 were seniors and 597 juniors. This year the seniors are 292, and the juniors 573, the total number examined being 875. The result of the examination exhibits in some respects an improvement upon the preceding year. In 1859, out of 299 senior candidates 151 satisfied the examiners; and out of 597 junior candidates 332. In 1860, of the 282 seniors 152 received certificates, and of the 573 juniors 346. Thus, not only the proportion, but the actual number of successful candidates is greater. Conversely, the failures are absolutely, and not only relatively fewer. In 1859 as many as 413, in 1860 no more than 367 were rejected by the examiners. So far, the result appears satisfactory. When, however, we inquire into the causes of failure our satisfaction gives place to a very different feeling. The great improvement in the examination of 1859 over that of 1858 consisted in the difference observable with respect to the "preliminary examination." In 1858 nearly one-half the candidates failed to satisfy the examiners in this respect, while in 1850 the proportion rejected on account of it was not much more than one-third. It might have been expected that in 1860 we should have had a further considerable diminution. This, however, is not the case. Whereas in 1859 out of 299 seniors only 89 failed in their "preliminary" work, in 1860 the number who failed was 118 out of 282. Of the 89 senior candidates who failed in the preliminary examination of 1859 only six were rejected as below the mark in more than two points of the preliminary work. In 1860 the number deficient in more than two points was 39. Thirty-three seniors failed in arithmetic in 1859; 26 in spelling; 12 in geography; while in 1860 the failures were, in geography 32; in spelling 46; and in arithmetic no fewer than 79. The deterioration is nearly as great in the case of the juniors. In 1859 39 junior candidates only were rejected for failing in more than two points; in 1860 the number so rejected was 82. The failures in arithmetic from 15 to 85. Further, it is to be noted that a considerable number of those whose more advanced work would have entitled them to honorable distinction, and even some whose place would have been among the very highest, failed in the elementary part of the examination. Thirty candidates, 17 senior and 13 junior—are in this unenviable predicament; and among the 17 seniors are seven who would otherwise have obtained double, triple, or even quadruple honors. Arithmetic and spelling, either separately or in combination, proved fatal to all but one of these; and, indeed, 18 out of the 30 who lost their honors on account of a defficiency in their preliminary work, owe their failure to ignorance of the elementary branches of knowledge. The total honors awarded amounted, in 1859, to 335; in 1860, they furnish but 61. In England, 72 were distinguished in the former year; 51 only in the latter. In languages, the numbers are respectively 37 and 32. In mathematics, they are 34 and 32. In physics, they are 24 and 10. Music and drawing are the only two subjects in which the advantage rests with 1860. Twelve names appear in the lists of 1860 against six in those of the year preceding. Unless there has been an important change in the standard—which we believe is not the case—the difference must be regarded as indicating a considerable falling off in the character of the work done. The excitement which at first existed has probably died away, and neither boys nor masters make such efforts as they did when the examination was a novelty. We should be inclined to ask the university authorities whether the time is not come for some considerable modifications in the divinity arrangements of this examination. Oxford can scarcely be content to certificate annually some 500 youth, of whom less than one half show any acquaintance with the rudiments of religion.—*London Times.*

VIII. Educational Intelligence.

CANADA.

—— WATERDOWN SCHOOL TEA MEETING.—A very interesting social tea-meeting of the pupils in the Grammar and Common school at Waterdown, was held on the 27th ult. The correspondent of a local paper says: After tea the Principal addressed them on the reciprocal duties of teachers and scholars, and all seemed inspired with a desire to persevere till they should at least obtain some of the most precious pearls of knowledge. Then we had appropriate addresses from the teachers of the Common School Department, and from one of the scholars of the Grammar School,—all of which were as sincerely and as enthusiastically cheered as heart could desire. So ended our tea-party, and such is a sure index of the tendency of our age, that of progression and social happiness, such as can only flow from a sound system of education, practically developed and freely spread over the length and breadth of our country. The office of education is not merely to give a certain amount of instruction; it has a far higher aim, to touch the strings of youthful feeling and affection, and so move them to seek the *just* and the *good*, till they understand the one and love the other. Such effects flow from school discipline when based on a system which fully provides for the cultivation of all the mental faculties, and for the development of the moral affections by the laws of truth and kindness. There are still many deficiencies in our educational institutions, and no small number of faults, but we have been set on the right way to attain the highest point of which humanity is susceptible, and, therefore, with the action of time and that of mind with mind, and by the demands of the growing prosperity of our country, these deficiencies will be gradually supplied, and fault by fault removed from our seminaries, till literature and science shall be as efficiently taught in city, town, and village as our broad fields are now cultivated by persevering and enterprising husbandmen.

GREAT BRITAIN.

—— COLLEGES FOR ORIENTALS AT CAMBRIDGE.—The Rev. George Williams, B. D., Senior Fellow of King's, Cambridge, has proceeded to Armenia for the purpose of assisting the Oriental churches in establishing hostels at Cambridge, for the education of youths from the East, the Patriarch of Armenia having expressed a great desire for a nearer communion with the English Church. The Russian Government has determined upon laying the foundation of a Russian Hostel at Cambridge, and a hope is expressed that the Catholics of Etch-Miazin will follow the example by sending a Bishop of the Armenian Church, with a number of the Armenian youths to England, to be educated in the University. Dr. Wolff has presented the nucleus of a library for the use of the students of the Russian hostel.

—— UNIVERSITY OF ABERDEEN.—The Queen has appointed among others Mr. Alexander Bain, to the Professorship of Logic in the University of Aberdeen. The appointment to the chair of Logic has caused much local interest and feeling, if not on account of its intrinsic importance, on account of the merits and claims respectively of the two more prominent candidates. Dr. M'Cosh, a man of acknowledged ability as a thinker, and of high standing as a teacher, had the sympathy and support of a large party. His opposing candidate, Alexander Bain, the Aberdeen weaver lad, who, by hard study, chiefly while at the loom, had fitted himself to enter Mareschal College, where, notwithstanding his disadvantages, he soon distanced all his class-fellows, and by the force of original talent and assiduous culture gained the position of Examiner in Logic and Moral Philosophy in the University of London while yet comparatively quite

young man, was objected to by many on the alleged ground that in his philosophico,religious views he belongs to what is known as the school of Positivists. However, we believe the Home Secretary, in making these appointments, has, to a large extent, formed his judgment on his own independent enquiries. The testimonials from men of the highest standing —including Sir William Hamilton, professors Owen and Nuxley, Dr Carpenter, and Mr. Grote, the historian—to Mr. Bain's profound knowledge of the mental and moral sciences, and his ability as a teacher, are most emphatic. But the fiat of the University Commissioners, the new college arrangements came into effect, and Mareschal College ceases to exist as an institution after to-day. On the 17th September 1505, Bishop Elphinstone founded King's College; and on the 15th September, 1860—just 355 years after, except two days—it may claim to start as *the* college at Aberdeen, an honoured rival, with many hallowed associations being extinct.

—— National Education in Ireland, 1859.—The report of the Commissioners of National Education in Ireland—their twenty-sixth report —states that at the close of the year 1859 they had 5496 schools in operation, and the average daily number of children in actual attendance in the year had been 269,203—an increase of 3112 over the previous year. The average number of children on the school rolls was 519,175, and the total number whose names appeared on the rolls at any time during the entire year was 806,510. The Commissioners trained during the year 289 teachers, and had in their service at the end of the year 5,636 principal and assistant teachers, but of these only 2,791 had been trained. 83·9 per cent. of the children are Roman Catholics, only 5·1 per cent. belonging to the Established Church, 10·5 Presbyterians. Of the Protestant children about 18 per cent. attend schools where the teachers are exclusively Catholics; of the Catholic scholars 3¼ per cent. attend schools where the teachers are exclusively Protestant. The Commissioners direct their inspectors, in any cases where they find the children of one faith receiving religious instruction from teachers of another faith, to use their utmost vigilance to discover whether any compulsion or inducement, contrary to the fundamental rule on this subject, has been used to cause those children to be present at such religious instruction. But there really appears to be no proselytizing going on. The head inspector, who reports on the Clonmel "model school," mentions that all the young persons of different creeds trained in it from its opening in 1849 have remained steadfast to their religious principles; most of them are now in charge of National schools under Roman Catholic clergymen, some have become nuns, others have been appointed to situations in Roman Catholic seminaries, one in the Catholic Bishop of Wahterford's college. The condition of the elementary schools appears to be encouraging. It is stated that there is a gradual improvement going on, and that the desire for rudimentary education is very great among the lower classes, and is growing, and the number of useful teachers is increasing. Mr. Vere Foster has generously expended upwards of £2000 in the purchase of school apparatus, which he has distributed among 785 schools. The demand for the labour of even children causes great irregularity of attendance, and the inspector revisiting a school after the lapse of four or five months may find half the children he left there are absent or gone. The reports of the proficiency in elementary knowledge vary greatly. Lessons in reading are very seldom given, and numbers of untrained teachers in rural districts never heard a good reader in their lives. It is stated that there is too much rote teaching and "hard driving" to secure apparent proficiency without thorough grounding in elementary principles. Boys who can work all the exercises in the arithmetic book fail in the practical questions of every-day market life, and are shamed by an uneducated countrywoman, who will solve them "upon her tongue." These are defects to be remedied, but they are not peculiar to Ireland, and we learn that the reading and writing are satisfactory, and the arithmetic is fairly taught, in six of every ten schools. The girls are said to read better than the boys, but not to understand arithmetic so well. The children who are taught in the model schools get an education of a superior character, and in one of the ordinary National schools at Nenagh, the inspector was rather surprised to find that the parish priest had introduced Latin and Greek, and they are taught in a very creditable manner, and without neglecting the more essential branches of education. The advanced class construed *Horace* very correctly, and on the inspector giving 27 of them an improvised and difficult passage as an exercise in dictation, 19 wrote it with ease and correctness. In this school, with a daily average attendance of only 41, the school fees for the year amounted to £100; but in the rural districts the amount received from the parents is small. The sums paid by the children in 1859 in aid of teachers' salaries, together with the local subscriptions, amounted to an average of only 3s. 3d. per pupil. There are a few industrial schools for girls, who devote part of the day to literary instruction and part to work, and thus earn wages and obtain an education at the same time; and there are 143 agricultural schools (including 58 workhouse schools), besides the Albert Agricultural Training Institution and Model Farm the inspector of which states that several agricultural colleges have recently been established in America upon a similar system of combining literary and agricultural instruction.—*English Journal of Education.*

—— Public Schools of Britain.—During the past year there had been an increase of 171 in the number of schools, and of 58,387 in the number of children attending them. There was also an increase in pupil teachers of 1,200, in certificated teachers of 90, and of students in training 85. The increase in the number of children upon whom the capitation grant was paid had been 52,119; 247 new school houses had been built, with 178 dwellings for teachers, and 280 schools had been enlarged—altogether affording accommodation for 58,000 children. The estimate for the present year was £798,167; last year it was £836,920, showing a diminution of £38,753 in the amount. The diminution was rather apparent than real—for in the estimate of last year was included the sum of £75,566, made up of the accumulated deficits of the three previous years. Deducting this amount the estimate for the last year was really £761,0 0, showing an increase for the present year of about £37,000.

—— Expense of Education in England.—It appears from a return just published that the sum expended in erecting schools in England, since the year 1853, under the minutes of the Privy Council of Education, is £1,137,112. Of this large sum £632,398 was supplied by local rates, £79,735 by non-local subscriptions, and £424,979 was furnished by parliamentary grants.

UNITED STATES.

—— University of the South.—The Nashville *Union* publishes an account of the ceremonies attending the laying of the corner stone of the new University of the South, on the Sewanee mountain, near Winchester Tennessee, on the 10th of October. The number in attendance was variously estimated at from 2,500 to 5,000, among whom were many distinguished gentlemen connected with the Protestant Episcopal Church. There are nine Bishops and a large number of the clergy and laity. At about eleven o'clock a procession was formed, and on arriving at the site the visitors and citizens opened ranks, and the Bishops and clergymen, clad in white surplices, the architects, choir and band passed through into the palisaded enclosure, where the corner stone was to be laid, and formed a circle round it. After reading of Scriptures, exhortation and prayer, by Bishops Rutledge, of Florida; Atkinson, of North Carolina; and Cobbs, of Alabama, Bishop Elliott, of Georgia, announced the deposits in the corner-stone. The choir then chaunted the "Benidicite," with instrumental accompaniment, after which the procession was re-formed and marched to the place prepared for the delivery of the address of the Hon. John S. Preston, the orator of the day. Col. Preston then arose, and for about one hour and a half addressed the audience in a strain of eloquence which often rose to sublimity. An impressive prayer was then offered up by Bishop Smith, of Kentucky, after which the benediction was pronounced by Bishop Otey. Then the audience dispersed. Shortly afterwards the invited guests sat down to a sumptuous collation. The elevation of Sewanee mountain is about one thousand nine hundred feet above the level of the ocean, and it possesses a mild and genial climate in summer, which is but little colder in the winter than that of the surrounding lowlands. As the trustees say, the salubrity of the climate is beyond all question.

—— Improvement of St. Charles College, Maryland.—St. Charles College, Maryland, is at present being greatly enlarged and improved. In 1859, when the improvements were commenced, the college presented a façade of eighty-four feet, built of granite. It was then determined to erect a centre building to be attached to the original portion of the college. This addition, which is now finished, is four stories in height, and has a front of sixty feet. Early last spring was commenced what might be termed a duplicate of the old structure, the whole design to present a façade of a centre building with wings on each side, making in all a front of 226 feet. About the same time was begun a large chapel at the west end of the college, 44 feet in width between walls, 120 feet deep, with a ceiling 50 feet high, inlaid with gothic ribbling. The chapel has now so far advanced as to be under roof. The whole block of college buildings are in the gothic style of the fourteenth century.

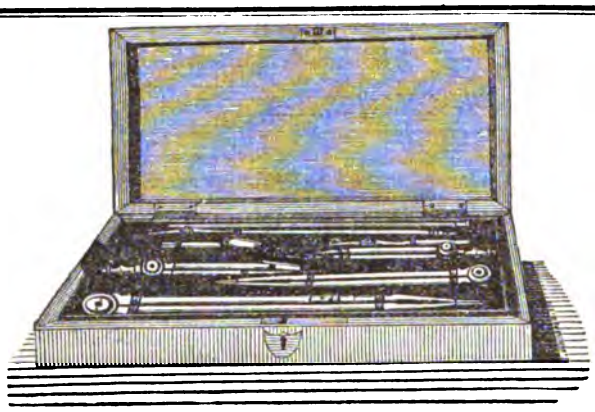
VIII. Departmental Notices.

APPOINTMENT OF SCHOOL AUDITORS, DEC. 1ST.

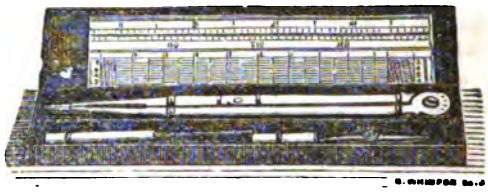
Trustees of Rural School Sections, by referring to the Act published in this *Journal* for June, will see that it is their duty to appoint an Auditor of their School Section accounts before the 1st of *December*, and to call a meeting not later than the 15th for the election of a second Auditor by the Section on the 21st of *December*. (See also the other provisions of the amended School Act on the same subject.)

LOCAL SUPERIN'DENTS & TRUSTEES' BLANK FORMS.

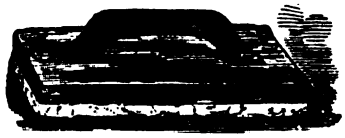
At the close of this month, the yearly and half-yearly blank forms for Rural Trustees, together with a supply of School Registers, will be sent to the County Clerk for distribution by the Local Superintendents. Other forms and documents will also be sent out as soon as printed.



CASE OF DRAWING INSTRUMENTS.



CASE OF DRAWING INSTRUMENTS.



FLAT BLACKBOARD BRUSH.

DRAWING INSTRUMENTS, BOOKS, MODELS, &c.,

FOR SALE

AT THE DEPOSITORY IN CONNECTION WITH THE EDUCATIONAL DEPARTMENT FOR UPPER CANADA.

DRAWING INSTRUMENTS.

(*See page* 169.)

	NET CASH PRICE.
CRONMIRE'S Case of Mathematical Instruments, containing 12 inch rule, set square, pair of 6 inch compasses, pen and pencil legs	$0 75
Do containing pair of 6 inch compasses, pen and pencil legs, bow pen and pencil, ruling pen and scale	1 75
KENTISH'S Treatise on a Box of Instruments, and side rule for the use of students, engineers, &c., by Thos. Kentish	0 80
NEGRETTI AND ZAMBRA'S Drawing Instruments; a very superior set in mahogany case	12 00

DRAWING BOOKS, &c.

CHAPMAN'S Series of Drawing Books, in Four Numbers, each ..	0 50
These books are especially adapted to the use of schools, academies, and home instruction. The wood engravings are most exquisitely finished. They embrace every variety of example, from the simple to the highly finished specimens, of drawings of the human figure, ancient and modern, natural scenery, &c, &c.	
CHAPMAN'S Drawing Copy Books, for the above, each	$0 13
CHAMBERS' Drawing, in Eighteen Books. Oblong 8vo. Per set	6 00
TEGG'S Elementary Drawing Book of Landscape, heads, etc.,	1 10
WILLIAMS' Instructions in Drawing, with numerous Wood Cuts, and Outline Figures of Models. 12mo. pp. 116	0 60
DIBDIN'S Practical Drawing Book. 24 plates. Oblong 4to	1 00
Do Progressive Drawing Book. 48 plates. Plain and Coloured. Oblong 4to	2 25
KOPPER'S Drawing Book of Flowers. Eng. Edi	0 25
BOLTON'S Drawing from Objects, chiefly designed for teachers. 12mo. Eng. Edi. pp. 180	1 50
SOWER AND BARNES' Chalk Drawings, a series of white outlines on black ground. 8 plates	1 00
BISHOP of St. Asaph's Outlines of Familiar Objects, being black Outlines on white ground (in paper cover)	0 16
ROBINSON'S Manual of Elementary Outline Drawing	0 18
FAMILIAR OBJECTS, or white Outline Drawing. 2 sheets	0 07
Do do Mounted on two cards	0 20
SIMPSON'S Diagram of Color, in which the primary, secondary, and tertiary hues harmonise. 3 diagrams on one sheet, mounted on canvass, without rollers. Large size	1 58
Small do do do do	0 50
REDGRAVE'S Manual of Color, with Catechism, 20c. each; per doz.	2 30
BROOKE'S Illustrations of Exercises in Elementary Design for decorating surfaces, in 2 sheets	0 30

MISCELLANEOUS DRAWING.

FRENCH Models, in Plaster of Paris, of the hands and feet. Life size. Beautiful models for drawing from nature, assorted, each	0 40
JULIEN'S Studies; various positions of the Hands and Feet; Studies of Heads; The Human Figure. Various prices.	
CHAMBERS' Practical Diagrams and Working Drawings for Schools. Edited by Robert Scott Burn, viz:	
1. The Styles of Gothic Architecture	0 25
2. The Orders of Roman Architecture	0 25
3. Condensing Beam Steam Engine. On a sheet, 25 cts., mounted	0 50

DRAWING MATERIALS.

REEVE'S Sketch Book. Various colors	$0 63
Do Academy Chalks, Black, White, and Red, in a mahogony box	0 13
White Chalk Crayons for blackboards, a box of 12 dozen	0 55
GROOMBRIDGE'S substitute for a blackboard.	
No. 1, size 24 in. by 36	1 50
No. 2, " 30 " by 36	1 88
No. 3, " 30 " by 42	2 10
NEGRETTI AND ZAMBRA'S Pantagraphs in wood, for copying and reducing plans, drawings, or maps in any required proportion	2 75
Flat Blackboard Brush, of lambs wool, with handle on the top	0 55

THIS DAY IS PUBLISHED,

Price Twenty Cents,

A SUMMARY OF CANADIAN HISTORY,

FROM THE TIME OF CARTIER'S DISCOVERY TO THE PRESENT TIME; with Questions adapted to each paragraph, for the use of Schools.

BY J. A. BOYD, B.A., TORONTO.

JAMES CAMPBELL,

And all Booksellers in Canada.

Toronto, October, 1860. 10ls. 3ts. ond. pd.

THE undersigned, having a second class Normal School certificate of 1858, and being a graduate of a Theological Seminary in 1858, and a licensed preacher of the Baptist Church, 41 years of age, wishes some moderate employment as a teacher. His health at present not permitting him to preach, or to undertake the full duties of a teacher, he would be glad to procure a small school, and to teach only 3 or 4 hours a day. A moderate salary would be accepted. This affords an opportunity of obtaining a teacher of 10 years' experience, on easy terms.

JOHN SIMMONS.

References.—T. J. Robertson, Esq., Head Master of the Normal School, Toronto. Rev. R. A. Fyfe, D.D., Principal of the Canadian Literary Institute, Woodstock. Address to the care of Rev. J. King, "Canadian Baptist." Toronto.

Toronto, 7th November, 1860. 1*t. gr.*

ADVERTISEMENTS inserted in the *Journal of Education* for twenty-five cents per line, which may be remitted in *postage stamps*, or otherwise.

TERMS: For a single copy of the *Journal of Education*, $1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

All communications to be addressed to J. GEORGE HODGINS, LL.B., *Education Office, Toronto*

LOVELL AND GIDSON, PRINTERS, YONGE STREET, TORONTO.

Dec. 21

JOURNAL OF EDUCATION, Upper Canada.

VOL. XIII. TORONTO: DECEMBER, 1860. No. 12.

CONTENTS OF THIS NUMBER.

	PAGE
I. RECENT EDUCATIONAL SPEECHES IN ENGLAND—(1) The Right Hon. Lord Palmerston, K.G. (2) The Right Hon. Lord Stanley, M.P. (3) William Cowper, Esq., M.P.	177
II. PAPERS ON PRACTICAL EDUCATION—(1) The Value of Evening Schools. (2) Evening Classes at King's College. (3) The Value of Teachers' Associations	181
III. EDITORIALS—(1) Appointment of School Section Auditors. (2) Annual School Meeting—Duties of Chairman and Electors—Appointment of School Auditors	182
IV. MISCELLANEOUS—(1) The Orphan's Dream at Christmas. (2) The Magic Lantern—Its Uses and Construction	186
V. SHORT CRITICAL NOTICES OF BOOKS—(1) The History of Canada. (2) Lewes' Physiology of Common Life. (3) Popular Preachers of the Ancient Church. (4) Andersen's Sand-Hills of Jutland	187
VI. EDUCATIONAL INTELLIGENCE—(1) Annual Convocation of Trinity College. (2) The Association of the University of Trinity College. (3) Visitors at the Educational Department. (4) Thanksgiving-Day	187
VII. LITERARY AND SCIENTIFIC INTELLIGENCE—(1) The Hayes' Arctic Expedition. (2) Earthquake in Canada	188
VIII. DEPARTMENTAL NOTICES AND ADVERTISEMENTS	188
TITLE AND INDEX TO VOLUME XIII.	

RECENT EDUCATIONAL SPEECHES IN ENGLAND.

(Continued from the November number.)

1. THE RIGHT HON. LORD PALMERSTON, K.G.

From speeches delivered by Lord Palmerston at the inauguration of the New Mechanics' Institute and School of Science and Art in Leeds, October 25th, and also before the Leeds Ragged School Society, October 26th, we make the following extracts. It has been remarked as a singular illustrative coincidence of the social condition of Europe, that while the chief statesmen on the Continent of Europe are engaged either in discussing or promoting warlike movements in their own country, or among their neighbours, the Premier of the most powerful country in Europe, (whose enthusiastic volunteers now outnumber her standing army,) has been engaged in the discussion of questions, at a Mechanics' Institute, solely affecting the social advancement of the people. The fact itself, and the influential position occupied by Lord Palmerston in England as well as in Europe, are thus referred to in the *Revue de Deux Mondes* for this month—"the only publication in France" says the *Times*, "which pretends to anything like independence." The *Revue* says: "In the state of things before us the European power most worthy of being observed is England. When we speak of England, let us at once say that her actual policy is incarnate in one single man—in that extraordinary man who has just completed his 76th summer, in the lucky Lord Palmerston. * * * He is at the present moment—let us say the word, since it is the fashion—the real dictator of England. Singular that this new supremacy of Lord Palmerston should be established in silence—no great fact, no remarkable resolve in foreign policy explains it; it is enveloped in the veil of mystery. Between the country parties and the statesman it is admitted as a sort of tacit fact. It looks like Freemasonry. Not a in England, but says to himself—'That's the man,' and but has understood the meaning of what binds the minister to the people, and the people to the minister. The English who talk so much about their own affairs and those of others, are wonderful sometimes for the silence they keep on matters they have much at heart. * * * This silence, which the spended character of the situation commands, has been artfully maintained at Leeds by Lord Palmerston. Some words of general sympathy for Italy, in which no express mention was made of any fact or of any name; and that is all. We mistake, Lord Palmerston really talked politics at one of the meetings which he attended. The passage in the speech which has an interest for the present, passed unnoticed in the press of Europe." The *Revue* quotes Lord Palmerston's remarks on what Mr. Crossley said about his being more successful in politics than in weaving, and goes on: "Lord Palmerston said no more; but the few words he spoke set all the weavers laughing and applauding vehemently. This is what may be called speaking by signs; and this is a specimen of the cypher by means of which Lord Palmerston and the English nation correspond with each other."

MECHANICS' INSTITUTES AND THEIR FOUNDERS—LORD BROUGHAM.

After a few preliminary remarks, Lord Palmerston thus spoke of the useful career of Lord Brougham:—In addressing an audience upon the subject of mechanics' institutes it would be ungrateful and not becoming to forget those distinguished men who were the founders of this system of instruction—I mean Dr. Birbeck and Lord Brougham—names which are engraven in the grateful memories of all those—and numbers great there are—who, in different parts of the United Kingdom, have derived benefit from these institutions. I would speak more immediately of my noble friend Lord Brougham, whose life has been passed in rendering services to his fellow men—who was a zealous advocate of the abolition of the slave trade—who was the earnest champion of the abolition of slavery—who has been the ardent friend of civil and religious liberty all over the world, and who has done more than it has fallen to the lot of perhaps any other man to do, to promote the diffusion of knowledge among his fellow-countrymen throughout the empire. Lord Brougham has passed his life in acquiring knowledge, but

he has also passed his life in diffusing knowledge, and therefore conferring important benefits upon all those to whose reach the means of instruction have been extended.

EDUCATIONAL DIFFERENCE BETWEEN THE PRESENT AND FORMER TIMES.

There is one important difference between the times in which we live and former times. There were in former times men eminent perhaps beyond example—men eminent in discoveries and in the acquirement of knowledge—but the great mass of the nation were enveloped in comparative ignorance. We know for example, that, long after the days of Bacon and Newton, the absurd notions of astrology and witchcraft were entertained by many persons in the kingdom. The difference in the present age is, that knowledge is widely spread through every class of society, and thereby not only has the happiness of each individual been increased, but the wealth, prosperity, and greatness of the nation have been augumented.

VALUE OF MECHANICS' INSTITUTES AND NIGHT SCHOOLS—MISTAKES CORRECTED.

Of all the instruments for the diffusion of knowledge, there is none, perhaps, that excels mechanics' institutions. Some objections, nevertheless, have been taken to them. People say that the working classes, for whose use these institutions are mainly intended, are too much occupied in daily toil to be able of an evening to bring their minds with the freshness requisite for improvement to study of any kind. That is a great and fundamental mistake. There is nothing more natural to the human mind and the human body than the combination of labour and study, and those men who have passed the greater part of the day in laborious employment find recreation and relief when in the evening hours they are able to enjoy the pleasures of literature, or to improve their minds by the acquisition of scientific knowledge. But it has been said by some that these opportunities are so short, or are sometimes so little likely to be availed of, the knowledge acquired must be shallow and small. And then we have dinned in our ears the old and trite quotation that "a little learning is a dangerous thing." It is true that a little learning is a bad thing—that is to say, it is a bad thing to have only a little learning; and the less learning a man has the worse it is for him. But there is one thing worse even than having a little learning, and that is having no learning at all.

VALUABLE ADVICE IN REGARD TO ONE'S CALLING.

And if I were permitted to give to the working and industrious classes a single word of advice, I should say this:—"Whatever your calling in life may be, learn fully, deeply, and completely, everything that bears directly on that calling. Make yourselves masters of everything that will tend to help you in that particular sphere of industry. But don't confine yourself to that. Cultivate your minds by acquiring as much knowledge as you can on as many subjects as you can. You will learn but little of each, but that little of each will make an important aggregate in the main, and every new branch of knowledge which you enter into, and every adddition made to your general stock of information, will improve the faculties of your minds, just as various exercises improve the powers of the body, and will make you more skilful, more able, more clever in the performance of your particular duties than if you were skilled only in that particular and simple branch."

THE GREAT COMFORT AND PLEASURE OF A PUBLIC LIBRARY.

I see it is intended that there shall be an ample and copious library. That is a great comfort and a great pleasure, and I would not recommend those who frequent the library to confine themselves solely to books of serious reading and of practical or scientific utility. The human mind requires variety of exercise for its different qualities and its different functions. The imagination was implanted in man not merely for the pleasure of others by the works of imagination, but for the pleasure of the individual in exercising that faculty. That pleasure is great and laudable, and therefore, though I would not recommend a man to waste his time in what is called novel-reading, uninstructive and not improving, yet works of imagination, the works of great poets and our distinguished novelists, such as Walter Scott, and others, are works which teach him good principles by examples in the recitals they contain; tend, in the first place, to improve the moral feelings of the man, and, in the next place, give a legitimate and proper enjoyment, by exercising and cultivating the imaginative faculties of the readers. I presume there would be in this library those works, which now fortunately abound, in which the general outlines of the history of this and other parts of the world whose history is useful and interesting are brought into a condensed form, so that they may be read and remembered without difficulty. I presume also that general works of literature will be found in the library; but the one main object of institutions of this kind must be to give to the members that instruction which will be useful to them in their avocations in life.

SCIENCE SYNONYMOUS WITH KNOWLEDGE IN ITS FULLEST SENSE.

Let no man be daunted by the term science, or think that science is something which can only be usefully and successfully approached by men who pass their days in their study, and their nights over the lamp. Science is only another word for knowledge, and knowledge, in whatever branch, is useful, and, to a mind disposed to learning, if properly imparted, is easily acquired. I see there are to be instructions in chymistry; and that there is to be a laboratory. There cannot be a more useful department of knowledge in a manufacturing district than instruction in chymistry. A knowledge of chymistry is essential to those branches of industry in which most of the members of these institutions will be engaged, and though to acquire a deep knowledge of that science it may be necessary to devote much time to it, yet all that can be expected or desired by persons engaged in active pursuits is to have that elementary knowledge of the fundamental principles which may be useful to them in their avocations in life. That which is useful in the domestic economy of men, to know the composition of the atmosphere, the nature of the different gases of which it is composed—which are conducive to healthful life, and which on the contrary, are fatal or injurious to human existence.

VALUE OF SCIENTIFIC KNOWLEDGE TO THE PRACTICAL WORKING MAN.

Depend upon it that, more especially to the working classes, who necessarily live in comparatively confined dwellings, the knowledge of the importance of fresh air, the knowledge of the importance of an abundance of water, are kinds of knowledge that are essential to comfort, and conducive to healthful existence. We know that to a labouring man health is wealth, for when sickness comes upon him, his labour, of course diminishes in value or ceases to be of any value whatever. Well, gentlemen, I should hope, too, that certain branches of physical knowledge and science will also be imparted; the working classes who attend it will learn the laws of motion, the nature of gravitation, of the progressive velocity of falling bodies—all matters elementary in their nature, but applicable to the daily pursuits of life. I hope that there will be taught the theory of the mechanical applications of the wedge, the inclined plane, the lever, and matters of that sort. I should hope, also, that those will not be the only subjects to which their attention will be directed, and to which their instruction will apply.

INTERESTING CHARACTER OF THE STUDY OF NATURAL SCIENCE.

They will, no doubt, turn their attention to that which is a most interesting study—namely, the natural history of the animal creation. Those who live in towns and are confined to one spot have fewer opportunities of witnessing the diversity, the infinite prodigal variety of the animal creation. In these lectures they will be taught how, descending from man, the animal creation, goes by progressive graduations down to those minute animals and insects which we call microscopic, because they can only be seen distinctly by having the aid of the miscroscope, but which are creatures having a blood organization and hossessing all the elements requisite for life and for motion. They have joints, and skin, and bloodvessels with blood or fluid in them, though not perceptible to human sight without the aid which I have mentioned. The contemplation of these organic beings must fill the mind with admiration of the amplitude of the creation, and of the care and skill and wisdom which have directed the Great Creator to whom they owe their origin. This contemplation of the descending scale tends, no doubt, to make man fancy that he is the lord of creation, and that he stands high among the creatures of the Almighty. But then I hope that this institution will direct the mind to the upward as well as to the downward scale, that not only will it teach those elementary principles of what is commonly called geology, most useful to all the mining industry of the country—I mean the general formation of the crust of the earth—but I hope, further, that it will teach the general outline of the planetary system; and that those who are told and who see what a small and a comparatively insignificant portion of that system this earth, which the ancients used to think the whole almost of the created universe, really forms, will have abated those feelings of pride which, perhaps, the other and descending scale, when contemplated, might have been calculated to inspire. But there is no reason why the working classes should not learn the general outlines of a still further science, and be taught the main principles of the organization of the universe. There is no reason why they should not be taught that those innumerable bright spots which bespangle the sky on a clear night are not simply ornaments in the Heavens, but that they consist of millions of suns, larger, many of them, far than our own earth, surrounded by a planetary system like ours, and extending to such an infinity of space that, whereas the light which comes from our sun, which is 95,000,000 miles from the earth, reaches us in eight minutes, the light from some of the distant suns is calculated to have been hundreds, and in some cases thousands of years in reaching the earth. These contemplations are useful and

healthful to the human mind. They inspire us with an awful respect and sentiment of the vast powers, of the vast wisdom, and of the beneficence of that Almighty Being by whom the great and wonderful expanse of creation has been formed. And while, on the other hand, these contemplations, enlarging the human mind, must tend to abate the pride and vanity of prosperity, so, on the other hand, they must tend to calm and console those who may be labouring under adversity, by letting them see that the affairs of this world form but a small and minute part of the general dispensation of the Almighty, and that all these great arrangements, whatever their partial and temporary effect, are destined in the main for ultimate and permanent good.

THE LECTURER A USEFUL AID IN ACQUIRING KNOWLEDGE.

These different branches of knowledge are difficult to be acquired by the independent labour of man; but here comes in the lecturer, and a most useful friend this same lecturer is. The lecturer is to the student what a good guide is to the man who for the first time enters a city or a country the geography of which he is unacquainted with, but who knows there are certain points which he wishes to arrive at, and who, if left to his own unaided wanderings, might spend much time and much labour in arriving at the object of his pursuit. But the guide and the lecturer take the traveller and the student by the hand, lead them by easy and pleasant ways to the ultimate object of their search, and place them in possession of the end and of that instruction which they are endeavouring to attain. There is one defect in lectures. The knowledge which a man acquires by his own unaided exertions, working it out by books, by experiment, and by reflection, remains fixed in his mind, because the trouble that he has taken to acquire it implies deep attention to every stage of the process. We all know that the memory is retentive in proportion to the degreee of attention which has been paid to the object stored in the memory, and, therefore, although lectures do lead men easily and usefully to useful results which were acquired by deep and intense study, and by long-continued study on the part of those who gave the instructive lectures, sometimes what goes in at one ear comes out at the other, and the student, at the end of a course of lectures, if he has not been interested in the subject by knowing that it bears upon his active pursuits, may carry away permanently but little of what he has heard.

THE TESTING VALUE OF PERIODIC EXAMINATIONS.

Then steps in that principle of recent establishment, but of most valuable effect—I mean the examinations. Then comes the examiner—to whom the student voluntarily submits himself, knowing that if he obtains a good certificate upon his examination, it is a proof of ability and attainment which will be useful to him in his calling and his profession—then comes the examiner, and the students, voluntarily submitting themselves, are bound and obliged, in order to qualify themselves to appear before him, to rivet in their minds the instruction which the lecturer has given them, and to follow it out afterwards by studies of their own. And thus the three sources of instruction—the lectures given in general, the subsequent study carried on by the individual, and the test put to him by the examiner—complete a system of instruction which, if pursued, as I have no doubt it will be pursued, not only in this town but in other parts of the country, must tend rapidly to improve the intellectual condition of the people of the United Kingdom, and by improving their intellectual condition must add to their happiness, and promote the greatness and prosperity of the empire to which they belong. (Loud cheers.)

The next half-hour was occupied in the distribution of prizes and certificates to the successful candidates in the recent examinations in the schools of arts and in the Oxford and Durham middle-class examinations. The young men and boys were called up successively to the platform to receive the prizes from the hands of his Lordship, who had a kind word and a smile for each.

CHARITABLE INSTITUTIONS AMONG THE GREAT SOCIAL IMPROVEMENTS OF THE PRESENT AGE.

At the meeting of the Leeds Ragged School Society, Lord Palmerston after a few preliminary remarks, spoke as follows:—

There cannot, I am sure, be anything more interesting to the minds of all those who sympathize with the condition of their fellow-creatures, than institutions of this description, and they may justly be considered as ranking among the great social improvements which have been made in our arrangements during modern times. Undoubtedly it is not in recent times only that the benevolence and active charity of the wealthy and the prosperous has been directed to the bettering of the condition of those in the humbler classes of life, but formerly the attention of men was directed simply to affording *bodily* relief—the comforts of the body were considered to be sufficient to occupy the attention of those who wished to relieve their fellow-creatures. It is only of late years that the public attention has been actively and successfully directed to the *minds* of men, as well as to their bodily comfort. We all know that from the arrangements of Providence it is impossible to expect that in large communities there shall not be the rich and the poor—it is impossible to hope that any human arrangements shall entirely relieve the humbler classes of society from the pinching effects of poverty, and all those afflictions, physical and mental, which arise from such a condition—but wealth and comfort may relieve the afflictions of poverty. The greater the community the greater the development of industry, and the greater the accumulation of population the more will the neglected class exist.

NECESSITY OF INSTITUTIONS FOR FRIENDLESS JUVENILES, AS A SAFEGUARD FOR THE FUTURE.

There must be in a great community a vast number of children who either have parents whose poverty prevents them from caring as they ought to do for them, or whose imprudent and dissolute habits render them negligent and indisposed to give that care and attention which even their limited means might enable them to afford. There must also be many who by the visitation of Providence have been at the earliest period of their life deprived of those parents upon whose care and attention they ought to have relied. In those cases institutions of this sort step in—they rescue the poor child from the improvidence, from the neglect, of those parents; they rescue the orphan from that destitution which too often besets him; they give to those children early habits of industry, early habits of order, early instruction of a moral and religious description—early instruction in those things which may conduce afterwards to their success in life. And when I see the vast demands which this great city affords for the industry and intelligence of every working man and woman, I think I may truly say that those seeds which are thus sown in the minds and bodies of those little children are not sown to run to waste, but as surely as you instruct those children in the habits of a proper, orderly, and moral life, in the habit of procuring by their industry their livelihood, so sure will it be that when they come to an age at which their labour may be properly employed, they are certain of finding an adequate demand for that labour, and a proper remuneration for its exercise. As far, then, as sympathy for these unhappy little beings extends, you would have adequate, completely adequate, motives for assisting institutions of this kind; but if we take a larger view, and look upon these institutions as bearing upon the social interests of the country, we shall see in that view also the strongest possible motives for encouraging and enlarging them.

REMEDY FOR THE GREAT EVILS OF AN UNCIVILIZED PORTION OF THE COMMUNITY.

One of the great evils of civilized society is the uncivilized portion of the community. There must—and it is vain to hope there should not be—there must and will be in every great community a certain amount of crime, of offence, of dissolute habits, of recklessness and improvidence; but the amount of these evils will greatly depend upon the direction which is given in the earliest years of life to the minds of the rising generation. It is true that it may sometimes happen that those who have instilled into their minds in early childhood the best principles may yield to temptations, be led away by fortuitous circumstances, and desert the paths in which they were early instructed to go; but those cases are comparatively rare, and you will find that the great offence and misfortune—for crime is misfortune—the great source of all those evils which afflict large communities and nations, is the want of early and proper instruction of children in the first years of their lives. In moral and intellectual matters we may take as examples the means employed in physical and material matters. If you want to dry up a morass, and to get rid of the noxious exhalations from an unhealthy district, you do not simply go and pump out the water which lies stagnant on the surface of the ground, but you go to the source of the evil, to the heads of the springs which percolate through this marshy district, and by turning them into new channels, diverting them from the country which they have impregnated, you lead them into healthy currents for the uses of mankind, and at the same time turn that which was only a noxious morass into profitable, fertile, and healthy land. In the same way, I say, you should intercept the sources of crime at the fountain head. Inculcate, early, in the minds of the children of the country maxims of religious and moral principles. Teach them betimes the value and importance of rules, regulations, and order; teach the child, even in his school hours, to be obedient to certain regulations, and you will find that when he becomes a man he will be equally ready to submit to the laws of his country, and to maintain order in the society of which he is a member. If, then, we succeed in this—if we rescue from vice and crime a vast number of those unhappy children who, left to all the hazards and temptations to which their condition exposes them, would become criminals and victims of the law, I say you will be conferring an immense benefit upon society—a benefit not confined to the day, not confined to the creatures who are the objects of your charity, but a benefit which every day becomes more and more extensive, which pervades

every class of society, and the advantage of which will be felt in future generations as well as in the present.

REFLEX INFLUENCE OF CHILDREN UPON PARENTS

You have been told, what in human nature might have been expected, that though instruction, moral and intellectual, in the ordinary course of nature, descends from parent to child, yet that sometimes that current will be reversed—that moral and religious and intellectual instruction will go upwards from the child to the parent; that when a child has been well brought up and instructed, and the parents have had the misfortune of being differently situated, the example of the child will operate upon the conduct of the parents—that the parents will be reclaimed from habits which bring them to poverty and disgrace, by seeing in the example of their children that which they will blush not to be able to imitate and follow. I cannot but believe that when the secretary shall this time twelve months read the report of the proceedings of the year which is about to begin, he will be able to assure you that this institution, although of comparatively recent establishment, has yet thriven like a vigorous plant, the branches of which have extended themselves until they overspread a large portion of this great and important town, and that the benefits which its founders contemplated have begun to be amply realized. (Loud cheers.)

---

2. Right Hon. Lord Stanley, M.P.

POPULAR EDUCATION IN ENGLAND.

On the 29th of October, Lord Stanley attended a dinner of the friends of the Warrington Mechanics' Institute (the number of books in the library of which is 4,000, and the annual circulation is from 10,000 to 12,000), and delivered the following address. After some introductory remarks, his Lordship said,—In speaking of the position and prospects of popular education in England, and especially in these districts, there are two difficulties to be encountered. In the first place, a speech on educational matters is not usually very attractive, either to hear or to read. One reason of this is to be found in the very importance which we all feel attaches to the subject. It is not a new thing to anybody, but one on which most of us have heard something, whether we wished it or no, and on which members of Parliament, generally speaking, have heard much more than they desired. In the next place, not merely educational matters, but all questions of home administration or concern occupy at this moment in men's minds a comparatively subordinate position. Perhaps the cause of education does not really lose by being less prominent in men's thoughts than it was a few years ago. We have time to reflect more calmly, and therefore to judge more fairly upon many points which were formerly involved in controversy and dispute; and with every year that passes we get a little, at least, of that practical experience, that invaluable teaching of facts, of which I believe most Englishmen agree in thinking that a very little is worth all the speculation and theory ever spun from the ingenious brains of men.

EDUCATIONAL CONCLUSIONS WHICH HAVE BEEN ARRIVED AT.—IRREGULAR ATTENDANCE.

There are one or two conclusions on the subject of education which appear to be universally come to. The first is, that on whatever system or principle you establish what are called primary schools, whether set on foot by landowners individually, or by ratepayers as a body, whether assisted by Government or left alone, still we must expect that a very large proportion of those who attend them, leaving them at the age they do, will acquire nothing but the bare rudiments of knowledge—the power to read, write, and cipher. Of course, there are many exceptions; but that, I believe, is the general rule. These schools are not places in which education can be given; they are schools in which opportunities are given to those who attend them—if at a later period of their lives they so please—to educate themselves. That fact being once admitted, I think this consequence follows—that the importance which has often been attached to the particular system on which schools are conducted is very greatly diminished. Provided you can get the children to attend them, that the masters are competent, and the discipline good, I for my own part care little on what system these schools are established, believing that they do not give education, but only give the means of acquiring it hereafter; and the direction which the studies of the man will take is very little determined by the accident of the school he has attended. The other conclusion in which I think people have come generally to agree is, that what we have to complain of in educational matters is not so much the number of children who attend any school at all, inconsiderable as it is when compared with the population as a whole, but rather the *irregular attendance* of those who do frequent the schools, and the early age at which they leave, with the consequent liability to lose altogether in later years even that small portion of knowledge which may have been acquired. If you could ascertain—which you cannot—the proportion of young men who can read and write well at the age of 17, and the proportion of these same persons who can read and write well at 30, you would find the falling off between those two ages far greater, probably, than almost any of us have an idea of, even among those who have attended closely to the subject. Now, neither the irregular attendance nor the early leaving can be altogether remedied, because both are attributable mainly to the desire—natural and honourable in itself—which every lad has to get his own living as soon as he can, rather than remain a burden to his parents. We very often complain of parents taking away their children from school, but I believe in many cases the children have quite as much to do with it as the parents, because a lad feels himself more of a man, and has a natural pride on the first day he begins an independent existence and can carry home the earnings of his own labour.

REMEDY FOR IRREGULAR ATTENDANCE.

If, then, the time of school attendance must be short and the attendance itself irregular, and if at the same time there exists, as is undoubtedly the case, a very general desire among at least a part of the working classes for the means of further instruction, we are inevitably led to the requirement of some institution holding to the ordinary school a similar relation to that in which the Universities stand to the public schools of England, frequented by the higher classes. Hitherto the attempts to supply that want have been many, and their success various and unequal in different parts of the country. In some of the great towns, mechanics' institutes are really flourishing, and accomplishing the ends for which they were set on foot. As a general rule, however, these institutions, while supplying a want throughout the country which is generally felt, and while accomplishing much good, have undeniably fallen short of original hopes and expectations. Sometimes the libraries, on which they chiefly relied for attraction, were scanty or ill-chosen; very often the lectures, being desultory and inconsecutive, were not capable of imparting real information; sometimes political or sectarian feeling crept in, and of course ruined everything; and even where none of these causes operated, the public could have no sufficient guarantee for the efficiency of the teaching in the evening classes. Of late years there have been great efforts at improvement. The principal and most effective has been the associating together of various institutions, with the threefold advantage of attracting greater notice of, and publicity to the union than the small institutions could have commanded singly, of obtaining competent teachers to organize and direct local efforts, and—most important of all—*of establishing a competition for prizes and certificates*, taking in a sufficient area of country and number of candidates to make it a real and not nominal competition. In East Lancashire and in Yorkshire the experiment has been attended with marked success. In Manchester, also, the principle of association has been acted on, though the details are not precisely the same. Another step in advance has been the establishment of local examinations such as those of the Society of Arts, by which young men more than ordinarily proficient are brought under the notice of employers, and they and their parents enabled to feel that some practical good will come out of the time and trouble they have bestowed. It is impossible to say how far these plans may succeed; they have only been tried within the last few years; but, whatever may be the result, I am quite sure they promise better than anything otherwise attempted with the same object, which is one that we should do our best to promote.

HOW CERTAINLY INTELLECTUAL AND MORAL DEFICIENCY GO TOGETHER.

So much, gentlemen, as to the machinery of educational institutions. I am not going to waste your time by talking of the pleasures and advantages of knowledge, theories I have heard or read, but from such experience as chance has thrown in my way. For four years and a-half I have acted as chairman of the Kirkdale quarter sessions. In that time some hundreds of cases have come before me of the kind usually dealt with by inferior tribunals, and nothing has struck me more, in the course of their investigation, than the utter stupidity—I can use no other word for it—the utter absence of intelligence and common sense, and utter inability to comprehend the consequences of what they were doing, which seems to me to mark by far the greater portion of habitual offenders. The intellectual and moral deficiency appear to go together, and surely from that it is a reasonable inference that the more you can do to increase men's intelligence, and give them other interests and employments, since idle habits are those which lead to drunken habits, the more you will do to lessen the amount of at least the grosser forms of crime in this country, which constitutes nine-tenth of the whole. I don't mean to say that the mere power of reading and writing will make that difference; what will make the difference is the thoughtful habit of mind, the wide range of interests and ideas, the habit of looking to the past and future as well as the present, and the having some other pleasures besides mere physical excitement, and some other ideas besides those suggested by the routine of daily life.

EVIL OF PARTY EFFORTS IN EDUCATION.

I have had the pleasure of seeing your museum and free library. You have also schools abundantly sufficient for the wants of the town, and amply maintained; you have the School of Art with 170 pupils, and likely, if I may judge from samples, to turn out pupils who will do honour to this place; and you have two other institutions, one of them being that on behalf of which I am now speaking, acting together on somewhat different principles, but in friendly co-operation, and by no means in antagonistic rivalry, to perform a work that is arduous enough to overtax them both. Whatever you do, or leave undone, let me entreat you to keep these questions of education from becoming party questions in this town. I have for some years taken an interest in these matters, and in more than one place I have seen plans that in themselves held out every prospect of success break down simply because their promoters had suffered them to get mixed up with some petty local dispute. In this country, as in every free country, we shall always have political parties, and certainly the tendency at the present day is rather to multiply than diminish the number of religious denominations. But ignorance is no help to any party or to any sect, it is merely a common danger and common enemy; and if we understand our interest aright, we shall all unite, whether Conservatives, Liberals, Churchmen, or otherwise, in the same spirit and with the same energy as we should rally to resist invasion. (Loud cheers.)

3. William Cowper, Esq., M.P.

POPULARISATION OF ADULT EDUCATION IN THE PRESENT AGE.

A stranger, he said, coming to Leeds must be struck by the wonderful instances of the application of machinery to render raw products fit for purposes of use and beauty. But when he heard the report read that evening, he thought there was no machinery in this mighty centre of industry which was comparable in grandeur, in interest, and in nobility, with that which, in the action of the mechanics' institution, was employed to sharpen the wits, to polish the manners, to harden the heads, and to improve the capacities of the most important of all the productions of our country—the living, thinking, feeling man. As the machinery to which he had just alluded proved that products of every description could be made fit to be carried to the homes of those who desired to receive and to use them, so the machinery of the mechanics' institute brought the power of obtaining intellectual advancement and mental discipline to the homes of those men, of whatever class or station in life, who chose to avail themselves of the advantages offered. We were proud of our civilization; we were proud that the powers and the inventions of our countrymen had placed under control the powers of nature; but it seemed to him that our civilization, great as it was in material matters, had not yet reached the point to which it ought to attain in the intellectual, spiritual, and moral departments of life. Our civilization was far from being settled on any sure basis. It was far from being safe from any future explosion of barbarism, or any frantic exhibitions of ignorance. For the last fifty years past most successful efforts had been made in popularising the education of childhood. The only thing we had not, with regard to that branch, was a sufficient supply of subjects for this excellent educational machinery to be made to operate upon. The most ardent friends of juvenile education were disheartened, not because there was any deficiency of schools, but because the scholars were not numerous enough, and did not remain long enough at school. But ought they to be disheartened? No; their motto should be "forward," and past successes should emulate to fresh exertions. The great work of the present day was to popularise adult education as we had popularised the education of children, and it was because these mechanics' institutes were admirable means to that end that they ought to receive support and assistance like that of which the present meeting was so noble an example. It was frequently and rightly deplored that there was not enough of pleasurable stimulus for the great bulk of our population, and this he was convinced might be greatly reminded through art classes and schools of art, than which classes none deserved more encouragement in connexion with our mechanics' institutions. (Cheers.)

II. Papers on Practical Education.

1. VALUE OF EVENING SCHOOLS.

There is an exceedingly interesting article in the *New York Tribune* on the Evening Schools of that city. The article is too long for insertion, but we will endeavour to give the most important facts. In October, 1847, the Board of Education made arrangements for opening six Evening Schools. The Schools were immediately successful, as there were 3,224 scholars on the registry, with an average attendence of 1,224. This plan has grown rapidly into favour since, so that in 1859-60 there were 24 male and 20 female schools opened, with 15,567 names registered, of whom 10,752 were males, and 4,815 females, with an average attendance of 8,314. One remarkable fact is, that 2,000 were persons over 21 years of age. This is very gratifying and very important. There are many persons, who, from various causes, have not been able to make much progress in earlier years, and who have come to the conclusion that they are too old to learn, who might by means of evening schools, in a short time fit themselves for business, and save themselves a great deal of inconvenience and mortification. Their memory may not be so retentive as when they were younger, but their understanding is more mature, and they would make a more rapid progress in some branches. A considerable number were Germans and other foreigners, who wished to learn the language, and these were the most eager in availing themselves of the opportunity thus afforded. About 500 were clerks, who thus were enabled to improve their education and prepare themselves for such positions in life as they might be enabled to occupy. Since the principle of closing shops at an early hour is now generally acted upon it affords clerks a great opportunity, if proper facilities are provided. There is danger, too, that this early closing will be more injurious than beneficial to the morals and habits of those engaged in shops and offices, unless there is some regular means provided them of spending their evenings profitably. A very large number of mechanics and labourers have attended these schools from the beginning. It is a very gratifying sign of the times that these large classes of society are acquiring a greater taste for reading and study, and becoming more and more intelligent. It will very much promote their own interest and comfort, and in a free country it is absolutely necessary to the public welfare that it should be so.

The attendence at the female evening schools was much more regular than at the male schools. At first no scholars were allowed to attend who were under 14 years of age, but this regulation has been repealed, and now 2,000 boys and girls under that age attend. But none are allowed to attend both day and evening schools. These schools very properly confine their attention to a few of the most important branches, but there are some special classes of young men who study particular branches with decided success. In most of the large schools debating societies have been organized. We confess we think these debating societies, when properly conducted, very useful; and they add much to the interest of the schools.

We think this movement is one of the greatest importance, and is well deserving of imitation in Canada. We should be very glad if our Council of Public Instruction would try to engraft an evening school system on our excellent general system of schools.* It would be an incalculable blessing to a vast number of persons. We have evening schools here and there,—now and then; but we want a general system, that will bring the advantages within the reach of all, especially in our cities and towns. At all events, the young people in most populous neighborhoods may get up such schools and sustain them themselves. Now is the time, when the long evenings are coming on, to make the necessary preparations. To bring education within the reach of all, young and old, rich and poor, is surely an object worthy of our attention, and of our zealous endeavors to accomplish it.—*Christian Guardian.*

2. EVENING CLASSES, KING'S COLLEGE.

The evening classes held at King's College have now fairly commenced their fifth session, and the authorities of that institution seem to have no ground for complaint that their labours are not appreciated. Notwithstanding the many other "evening classes" now open, notwithstanding the numerous places of amusement, good or bad, that tempt young men to relaxation after the weary hours of office work; and, last, not least, notwithstanding the many wet nights that might reasonably have excused a preference for slippers and an armchair over a muddy walk into the Strand, with the prospect of two hours' work in wet boots and another tramp home in the rain as a finish to the toils of the day—notwithstanding all this, the classes now, at the end of their first fortnight, count upwards of 460 students, and there is no reason to doubt that this number will be much increased before Christmas. It is true that the College authorities deserve their success, for they seem determined to develope their resources in every possible way to meet the demands of business and society. Every year has been marked by the introduction of some new subject of literature or science into their *curriculum*, and in their present session no less than six or seven new classes have been formed. These are in Botany, Experimental Physics, Zoology, Mechanics, Anglo-Saxon, Dutch, and Spanish,—a list which bears on its face evidence of the variety and utility of the education

* Trustees in cities and towns have full power to establish such schools, and in many instances they have done so with success.

offered at King's College. The general character of these classes is now so well known to the public that we have no excuse for dwelling on it, except to say that there does not appear in the Syllabus of Lectures for 1860–1 any sign of departure from the principle laid down at this institution—that all work done in these classes must be real work. The subjects which may be styled professional, no less than those which lie rather in the province of the schoolmaster, are evidently meant to be diligently studied, not eloquently discussed; while in the way of handling such subjects as Botany, Physiology, and Commercial Law, we are glad to recognize the old practical application of scientific principles to the social and political wants of the time. One word more and we close this short notice. We have spoken of the development of these classes; we are glad to trace, also, decided signs of growth, two very different things. While the range of subjects has been extended the standard is being raised. This is to be seen in the work of almost all the classes, but nowhere so plainly as in the department of languages. To take but one instance, the Greek and Latin classes two years ago were adapted only for beginners and men who knew little more than boys in the middle classes of a good grammar school; their standard is now much higher, and whereas the first divisions, both in Greek and Latin, read last year the subjects for the matriculation examination at the London University, this year they are preparing their students for the B.A. Examination. This is a good sign, for if these classes are to do the good their originators desire, they must, whether they be held at King's College or elsewhere, undertake to give, and actually give, instruction as high in standard, as accurate in detail, and as strict in scientific principles as can be obtained at any educational institution in the kingdom.—*Times.*

3. VALUE OF TEACHERS' ASSOCIATIONS.

In no other profession or trade are the benefits of association so important as in that of the Teacher. He who would perform faithfully the duties of the school-room, must necessarily make the acquisition and the communication of knowledge his two great duties. The various branches which are now taught in our Common Schools, and the necessity on the teachers' part, of having an accurate and thorough knowledge of these branches render every available means for this purpose of vast importance. A brief notice of the most common branches of education, while it suggests the necessity of thorough qualification on the part of teachers, may also suffice to indicate the necessity of union, co-operation and mutual assistance in the great bnsiness of instructing youth. Teachers, more than any other class of the community, seem to be impelled by the spirit of the age to the duty of self-culture. But the number and variety of the branches to be mastered in order to become qualified to teach well, are too great for individual effort. While, therefore, we do not overlook the necessity of individual effort, we must look upon efforts of mutual co-operation as of great importance to teachers. A teacher must be continually improving. What he knows to-day will not answer for to-morrow; and what he has mastered this year will not suffice for the next. "Excelsior!" must be his motto; and he must ever be pushing higher and higher up the hill of science. But how is he to do this? What is there to incite him to the work of self-culture? How is he to procure those books and other aids necessary to the accomplishment of this? We answer, by means of association. In this way alone can a teacher, whose salary is limited, have access to those works which it is necessary for him to study. It is true, that, in cities and towns, the Libraries of Mechanics' Institutes may afford him some of the necessary works, but they are intended for more general readers, and embrace a very small number of volumes calculated to be of benefit to the teacher. But by means of Associations, good libraries of instructive works may be gathered together, as well as other apparatus necessary to the proper carrying out of a system of teacher-training.

Besides the advantages gained in this way, teachers may derive considerable aid from the lectures and discussions which it is the object of every Association to promote. A great deal may also be done in this way to secure a systematic and regular system of instruction in all our Common Schools. The efforts which many a teacher puts forth in his school are often so devoid of system as to render his work useless. But by meeting with his fellow-workers, discussing the best methods of imparting knowledge, as well as the best means of getting it, and carrying out the suggestions of older and more experienced instructors, he may succeed in improving his system in such a manner as to fit him for his important work.

In associating for mutual aid, teachers must come to their work with a deep and heart-felt interest in its important results. If this is not done, little will be accomplished. The teacher should feel that his work is one of the highest and noblest given to man to perform. He should feel that to him are committed the destinies of his country, for only in this spirit, will he be likely to work on amid the discouragements that attend his way. And nothing is more calculated to arouse this spirit, than the free intercommunion of those engaged in the employment. Shut out from the benefits of association, the teacher cannot feel otherwise than alone, and he thus lacks one of the strongest incentives towards the accomplishment of his task.—*St. Thomas' Home Journal.*

JOURNAL OF EDUCATION, Upper Canada.

TORONTO: DECEMBER, 1860.

* Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases where so many letters are received (nearly 700 per month) on various subjects.

APPOINTMENT OF SCHOOL SECTION AUDITORS.

The School Law Amendment Act, passed last May, provides, among other things, for the annual appointment of two Auditors for the examination of the Trustees' School Section Accounts. The school trustees are required to appoint one of these Auditors "before the first day of December," and the school electors the other. The meeting for the appointment of this second auditor should be called by the Trustees, (for this year only,) some time in December, but not later than the 22nd of the month. Should the Trustees neglect or refuse to do so by that day, then "any two qualified electors" are authorized by law to call the meeting.

For this year it is necessary that the auditors be appointed before the end of the year, so that they may have time previous to the second Wednesday in January to examine the Trustees' School accounts and be able to present their report to the annual meeting, for its approval. Hereafter the appointment of the auditor by the electors, will take place at each of the annual meetings.

In the *Journal* for last month, we recommended the Trustees to give six full days' notice on the 15th of December, of a meeting to be held on the 22nd, for the election of a School Section Auditor. The object of this recommendation was that in case an omission or neglect to call this meeting took place in any School Section, the Trustees—having their attention directed to the subject could still repair the omission and issue a notice, not later than the 22nd of December, as required by law.

As there is, however, an apparent confusion in the provisions of the law, relating to the appointment of School Auditors, a reply similar to the following has been addressed by the Chief Superintendent, to various parties who have written to the Department for explanation and instruction on the subject:

"There is an apparent discrepancy in the clauses of the Act to which you refer, in consequence (as I understand,) of the accidental omission of two or three words, and the misplacing of a phrase, while the Bill was passing through the Legislative Council. In the Bill as it passed the House of Assembly, (a few hours after which I left Quebec,) it was provided that the meetings to appoint an Auditor should be held invariably in December. It was afterwards, it seems, proposed to amend this provision, by leaving the annual meeting to appoint its Auditor a year in advance; but authorising at the same time, as had been provided, that a meeting should be *held* on or before the 22nd of this month, (and therefore must be *called* on or before the 15th,) for appointing the Auditor of the School account for the

current year; and by omitting certain words, and not inserting others, making the first election of Auditor by the annual meeting in 1862, this part of the Act appears defective and discrepant.

"But the letter of the Act can be complied with by the trustees *calling* a meeting on or before the 15th, to be *held* on or before the 22nd inst., for the election of an Auditor, and let the same person be appointed again at the approaching annual meeting."

The following is the section of the law on the subject:

8. In order that there may be accuracy and satisfaction in regard to the School accounts of School Sections, the majority of the freeholders and householders present at the annual school meeting shall appoint a fit and proper person to be Auditor of the School accounts of the section for the then current year, and the Trustees shall before the *first* day of *December* in each year, appoint another Auditor; and the Auditor thus chosen or either of them shall forthwith appoint a time before the day of the next ensuing annual School meeting for examining the accounts of the School Section.

Trustees to submit their School Accounts to the Auditors.

And it shall be the duty of the Trustees or their Secretary-treasurer in their behalf, to lay all their accounts before the Auditors or either of them, together with the agreements, vouchers, &c., in their possession, and to afford to the Auditors or either of them all the information in their power as to their receipts and expenditures of School moneys in behalf of their School Section;

Powers and Duties of School Section Auditors, &c.

And it shall be the duty of the Auditors to examine into and decide upon the accuracy of the accounts of such section, and whether the Trustees have truly accounted for and expended for School purposes the moneys received by them, and to submit the said accounts with a full report thereon at the next annual School meeting; and if the Auditors or either of them object to the lawfulness of any expenditures made by the Trustees, they shall submit the matters in difference* to such meeting, which may either determine the same or submit them to the Chief Superintendent of Education, whose decision shall be final, and the Auditors shall remain in office until their audit is completed; The Auditors or either of them shall have the same authority to call for persons and papers and require evidence on oath and to enforce their decisions as have Arbitrators appointed under the authority of the *eighty-fourth*, *eighty-fifth*, and *eighty-sixth* sections of the said Upper Canada [Consolidated] Common School Act; and it shall be their duty or that of either of them to report the result of their examination of the accounts of the year to the annual School meeting next after their appointment, when the Annual Report of the Trustees shall be presented, and the vacancy or vacancies in the Trustee Corporation be filled up, as provided by the law;

Remedy in case the Trustees fail to call the Meeting for Auditors.

And if the Trustees omit to call such public meeting by notice issued not later than the *twenty-second* day of *December*, the same may be called by any two qualified Electors;

Remedy in case the Trustees fail to appoint an Auditor.

And if the Trustees neglect to appoint an Auditor or appoint one who refuses to act, the Local Superintendent shall appoint one for them;

* That is, the *lawfulness*, and not the expediency, of the expenditure. The trustees are the sole judges of the *expediency* of any expenditure.

Penalty on Trustees refusing Information, &c., to Auditors.

And if the Trustees, or their Secretary in their behalf, refuse to furnish the Auditors or either of them with the papers or information in their power and which may be required of them relative to their School accounts, the party refusing shall be guilty of a misdemeanor, and upon prosecution by either of the Auditors or any rate-payer, be punished by fine or imprisonment as provided by the *one hundred and fortieth* section of the said Upper Canada [Consolidated] Common School Act [page 115];

Accounts of 1860 *to be Audited in this manner.*

Provided that the Auditors, appointed for the year *one thousand eight hundred and sixty-one*, shall also audit the accounts for the year *one thousand eight hundred and sixty*.

ANNUAL SCHOOL MEETINGS—DUTIES OF CHAIRMEN AND ELECTORS—APPOINTMENT OF SCHOOL AUDITORS.

(Extracts from the recently Consolidated Statutes, with notes.)

Annual Election on the Second Wednesday in January.

3. The annual meetings for the election of school trustees, as hereinafter provided, shall be held in all the cities, towns, townships, and villages of Upper Canada, on the *second Wednesday in January*, in each year, commencing at the hour of *ten* of the clock in the fornoon.*

* * * * * * * *

Chairman and Secretary to be appointed at Meeting.

9. The [resident assessed] freeholders and householders of such school section then present, shall elect one of their own number to preside over the proceedings of such meeting, and shall also appoint a secretary, who shall record all the proceedings of the meeting.

Duties of the Chairman†—His casting Vote.

10. The chairman of such meeting shall decide all questions of order, subject to an appeal to the meeting, and in case of an

* *The Act of* 1860 *further enacts, that:* 4 The poll at every election of a School Trustee or Trustees shall not close before *eleven* of the clock in the forenoon, and shall not be kept open later than *four* of the clock in the afternoon; In School sections the poll shall close on the same day the election is commenced

† The usual form of proceedings at public meetings is compiled from the late Rules of the Legislative Assembly of Canada and from other sources, as follows:

1. The Chairman shall preserve order, and decorum, and shall decide questions of order subject to an appeal to the meeting.
2. Every elector, previous to speaking, shall rise and address himself to the chairman.
3. When two or more electors rise at once the Chairman shall name the elector who shall speak first, and the other or others may appeal to the meeting, if dissatisfied with the Chairman's decision.
4. Each elector may require the question or motion in discussion to be read for his information at any time, but not so as to interrupt an elector who may be speaking.
5. No elector shall speak more than twice on the same question or amendment without leave of the meeting, except in explanation of something which may have been misunderstood, or until every one choosing to speak shall have spoken.
6. The names of those who vote for, and of those who vote against the question shall be entered upon the minutes, if two electors require it.
7. A motion to adjourn shall always be in order: Provided no second motion to the same effect shall be made until after some intermediate proceedings shall have been had.
8. A motion may be debated but cannot be put from the Chair, unless the same be in writing and seconded.
9. After a motion is read by the Chairman it shall be deemed to be in possession of the meeting; but may be withdrawn at any time before decision or amendment, with consent of the meeting.
10. When a question is under debate, no motion shall be received unless to amend it, or to postpone it, or for adjournment.
11. All questions shall be put in the order in which they are moved. Amendments shall all be put in the same order before the main motion.
12. A motion to reconsider a vote may be made by any elector at the same meeting; but no vote of reconsideration shall be taken more than once on the same question at the same meeting.

equality of votes, shall give the casting vote, but he shall have no vote except as chairman.

Mode of recording votes at School Meetings.

11. The chairman shall take the votes in the manner desired by a majority of the electors present, but he shall at the request of any *two* electors, grant a poll for recording the names of the voters by the secretary.

* * * * * * * *

*Copy of proceedings to be sent to the Local Superintendent.**

14. A correct copy of the proceedings of such first and of every annual and of every special school section meeting, signed by the chairman and secretary, shall be forthwith transmitted by the [chairman] to the local superintendent of schools.†

A School Trustee to be annually elected in each Section.

15. A trustee shall be elected to office at each ensuing annual school meeting, in place of the one whose term of office is about to expire: and the same individual, if willing, may be re-elected; but no school trustee shall be re-elected, except by his own consent, during the four years next after his going out of office.

Mode of Proceeding at Annual Meeting.

16. At every annual school section meeting in any township, as authorized and required to be held by the *third* section of this Act the [resident assessed] freeholders and householders of such section present at such meeting, or a majority of them—

Appointment of Chairman and Secretary.

(1) Shall elect a chairman and secretary, who shall perform the duties required of the chairman and secretary, by the *tenth* and *eleventh* sections of this Act [and also by the *nineteenth* section of the School Act of 1860.

Trustees' Financial Report to be submitted.

(2) Shall receive and decide upon the report of the trustees, as required by the *twenty-first* clause of the *twenty-seventh* section of this Act.

Annual election of School Trustees.

(3) Shall elect a [resident assessed] trustee or trustees, to fill up the vacancy or vacancies in the trustee corporation;‡ and

*To decide on manner of supporting the school for the year.**

(4) Shall decide upon the manner in which the salaries of the teacher or teachers, and all other expenses connected with the operation of the school or schools, shall be provided for.

Auditors' Report to be received.

[(5) The *eighth* section of the School Act of 1860 also provides that the meeting shall receive the report of the auditors of school section accounts for the previous year, and dispose of the same.]

School Section Auditor to be appointed.

[(6) Shall appoint an auditor of the school accounts of the section for the current year.

[*The seventeenth section has been superseded by the third section of the School Act of* 1860, *as follows:*]

[*Who are legal Voters at School Meetings.*

[**3.** The *seventeenth* section of the Upper Canada Common School Act, *sixty-fourth* chapter of the Consolidated Statutes for Upper Canada, shall be amended so as to read as follows:—No person shall be entitled to vote in any School section for the election of Trustee or on any School question whatsoever, unless he shall have been assessed and shall have paid School rates as a freeholder or householder in such section: and in case an objection be made to the right of any person to vote in a School section, the chairman or presiding officer at the meeting shall, at the request of any rate payer, require the person whose right of voting is objected to, to make the following declaration:

[*Form of Declaration required from School Electors.*

"I do declare and affirm that I have been rated on the assess-
"ment roll of this School section as a freeholder (or householder,
"*as the case may be*) and that I have paid a public School tax
"due by me in this School section imposed within the last
"*twelve* months, and that I am legally qualified to vote at this
"meeting."

[*Penalty for making a false declaration.*

[Whereupon the person making such declaration shall be permitted to vote on all questions proposed at such meeting; but if any person refuses to make such declaration his vote shall be rejected; And if any person wilfully makes a false declaration of his right to vote, he shall be guilty of a misdemeanor, and upon conviction, upon the complaint of any person, shall be punishable by fine or imprisonment in the manner provided for in the [following *eighteenth* and the *one hundred and fortieth* section of the] said Upper Canada [Consolidated] Common School Act.

18. If any person wilfully makes a false declaration of his right to vote, he shall be guilty of a misdemeanor, and be punishable by fine or imprisonment, at the discretion of the

---

* *A report in the following form should be sent to the local superintendent:*

————————, 186–. [—— *Post Office.*]

SIR,—In conformity with the *fourteenth* section of the Upper Canada Consolidated Common School Act, we have the honour to inform you, that, at a meeting of the [resident assessed] freeholders and householders of School Section No. —, in the Township of ————, held according to law, on the —— day of ——, [*Here insert the name or names or address of the person or persons elected*] —— chosen School [*Trustee or Trustees*] of said Section.

The other business transacted at the meeting, of which due notice was given, was as follows:—[*Here insert it.*]

We have the honour to be, Sir,
Your obedient servants,

To the Local Superintendent of Schools D. E., *Chairman.*
For the County or Township of —— F. A., *Secretary.*

NOTE.—The Trustees elected must be resident assessed freeholders or householders in the Section for which they are elected.

The *twenty fifth* section of this Act authorizes Local Superintendents to investigate School Election complaints within *twenty* days after the Election.

† *The School Act of* 1860 *further enacts, that:* [19. Any chairman who neglects to transmit to the local superintendent a copy of the proceedings of an annual or other school section meeting over which he may preside, within *ten* days after the holding of such meeting, shall be liable, on the complaint of any rate-payer, to a fine of not more than *five* dollars, to be recovered as provided in the *one hundred and fortieth* section of the Upper Canada [Consolidated] Common School Act aforesaid.]

NOTE.—The omission on the part of the chairman to transmit this notice, does not invalidate the proceedings of the meeting itself, but it renders him liable to a fine for neglect of duty.

‡ See *eighteenth* section of the School Act of 1860, and the *twenty-fourth* section of this Act.

* It belongs to the *office of Trustees* to estimate and determine the *amount* of the teacher's salary and all expenses connected with the school; but it appertains to the majority of the resident assessed freeholders and householders of each School Section, at a public meeting called for the purpose, to decide, as authorized by the *one hundred and twenty-fifth* section of this Act, as to the *manner* in which such expenses shall be provided for, whether (1) by voluntary subscription; (2) rate-bill, in advance, of twenty-five cents (or less) per calendar month, on each pupil attending the school; (3) rate on property. But as the Trustees *alone*, as authorized by the fourth, fifth, sixth, eighth, and twelfth clauses of the *twenty-seventh* section, determine the amount required for the support of the school, which they are required to keep open at least six months of the year, they are authorized by the tenth clause of the same section, to provide the balance, including all *deficiencies*, by a rate upon the property of the section, should the vote of the annual meeting not cover *all the expenses of the school* (over and above the cheques for the School Fund,) or should the annual meeting *omit* or *refuse* to provide a sufficient sum. But for all the money received and expended by them, the Trustees must account annually to the School Section auditors as prescribed in the *eighth* section of the School Act of 1860.

Court of Quarter Sessions; or by a penalty of not less than *five* dollars, or more than *ten* dollars, to be sued for and recovered with costs before a Justice of the Peace, by the trustees of the school section, for its use.

Separate School Supporters not to vote at Common School Meetings.

19. No person subscribing towards the support of a separate school established under the Act respecting separate schools and belonging to the religious persuasion thereof, and sending a child or children thereto, shall be allowed to vote at the election of any trustee for a common school in the city, town, village, or township in which such separate school is established.

Place of Annual School Meeting to be appointed by the Trustees.

20. The trustees of each school section shall appoint the place of each annual school meeting* of the [resident assessed] freeholders and householders of the section, or of a special meeting for the filling up of any vacancy in the trustee corporation occasioned by death, removal, or other cause, or of a special meeting for the selection of a new school site; and shall cause notices of the time and place to be posted in *three* or more public places of such section, at least *six* days before the time of holding such meeting, and shall specify in such notices the object of such meeting. They may also call and give like notices of any special meeting, for any other school purpose, which they think proper; and each such meeting shall be organized, and its proceedings recorded, in the same manner as in the case of a first school meeting.

Penalty on Trustees for not calling certain School Meetings.

21. In case any annual or other school section meeting has not been held for want of the proper notice, each trustee or other person whose duty it was to give such notice, shall forfeit the sum of *five* dollars, to be sued for and recovered before a Justice of the Peace, by any resident inhabitant in the section for the use thereof.

Meetings to be called in default of first or Annual Meetings.

22. In case, from the want of proper notice, any first* or annual† school section meeting, required to be held for the election of trustees was not held at the proper period, any *two* [resident assessed] freeholders or householders in such section may, within *twenty* days after the time at which such meeting should have been held, call a meeting, by giving *six* days' notice, to be posted in at least *three* public places in such school section; and the meeting thus called shall possess all the powers and perform all the duties of the meeting in the place of which it is called.

Penalty for refusing to serve as Trustee.

23. If any person chosen as trustee refuses to serve, he shall forfeit the sum of *five* dollars;‡ and every person so chosen who has not refused to accept the office, and who at any time refuses or neglects to perform its duties,§ shall forfeit the sum of *twenty* dollars, to be sued for and recovered before a Justice of the Peace, by the trustees of the school section for its use [as authorized by the *one hundred and fortieth* section of this Act.

Trustee may resign.—Absence, a forfeiture of office.

24. Any person chosen as trustee may resign with the con-

---

* *Form of Notice for an ordinary Annual School Section Meeting:*

SCHOOL NOTICE.

The undersigned, Trustees of School Section No. —, in the Township of ——, hereby give notice to the [resident assessed] Freeholders and Householders of the said School Section, that the Annual Meeting will be held at ——, on the second Wednesday in January, 186–, at 10 o'clock in the forenoon, for the purpose: 1st. Of receiving and deciding upon the Annual Report of the Trustees; 2nd. Of appointing an Auditor of the School Section accounts: 3rd. Of electing a fit and proper person as a School Trustee for the said Section; 4th. Of receiving and disposing of the report of the Auditors of School Section accounts; 5th, Of deciding upon the manner in which the salary of the teacher; and, 6th. How the other expenses of the school shall be provided.

[*Should there be any other business to bring before the meeting, it must be distinctly mentioned in the notice, otherwise it cannot be entertained.*]

Dated this — day of ——, 186–.

A. B. } *Trustees of*
C. D. } *School Section No* —.
E. F. }

NOTE.—1. The manner of proceeding at the annual meeting is prescribed in the *sixteenth* section of this Act.

2. Should the Trustees neglect to give the prescribed notice of the Annual School Section Meeting until it is too late to give six days' notice, they forfeit each the sum of *five* dollars, recoverable for the purposes of the School Section, under the authority of the *twenty-first* section, and then any two qualified electors of the School Section are authorized, within twenty days, to call such meeting. The form of notice is appended in note * to the *twenty-second* section.

3. The foregoing notice should be signed by a majority of the existing or surviving trustees, and posted in at least three public places of the School Section, at least six days before the time of holding the meeting.

4. *The object or objects of each school meeting should be invariably stated in the notices calling it;* and the notices calling any school meeting should, in all cases, be put up six days before holding such meeting. One form is sufficient for calling a special school meeting of any kind.

5. The *second* clause of the *twenty-fifth* section of this Act, page 26, authorizes Local Superintendents to call special school meetings under certain circumstances. The *twenty-sixth* section, also authorizes certain other persons to call special meetings, in case of the death of all the trustees, &c.

---

* *The form of Notice in this case should be as follows:*

SCHOOL NOTICE.

The Municipal Council of this township, having formed a part of the Township into a School Section, and designated it "School Section No.—," its boundaries and limits are as follows:—[*Here insert description.*] And the person appointed to call the first School Section Meeting having neglected to do so,—We the undersigned qualified electors of the School Section above described, in conformity with the *twenty-second* section of the Upper Canada Consolidated Common School Act, hereby give notice to the [resident assessed] freeholders and householders of said School Section, that a public meeting will be held at ——, on —day, the —— of ——, at the hour of 10 o'clock in the forenoon, for the purpose of electing three fit and proper persons from among the [resident assessed] freeholders and householders as School Trustees for the said Section.

Dated this —— day of —— 186 . A. B. } *Qualified Electors,*
C. D. } *School Section No.* —.

NOTE.—The same notice can be given, in case the Municipal Council neglects to appoint a person to call the first annual school meeting. Care should, however, be taken to insert the description of the section, as embodied in the resolution or by-law of the Municipal Council,—a certified copy of which should be obtained from the Township Clerk for this purpose. A local Superintendent may also call this meeting in case of any neglect or omission to do so. See page 26.

† *Form of Notice of an Annual School Section Meeting to be given by two qualified electors.*

SCHOOL NOTICE.

The Trustees of School Section, No. —, in the Township of ——— having neglected to give notice of the Annual School Section Meeting, as prescribed by the *twentieth* section of the Upper Canada Consolidated Common School Act, the undersigned hereby give notice to the freeholders and householders of the said School Section, that a public meeting will be held at ——, on —day, the — day of ——, at ten o'clock in the forenoon, for the purpose of electing a fit and proper person as trustee, as directed by law.

Dated this — day of —, 186–. A. B., } *Qualified Electors,*
C. D., } *School Section, No* —.

NOTE.—The mode of proceeding, at a School Meeting thus called, is prescribed in this Act. This meeting may also be called by the local Superintendent. See second clause of the *twenty-fifth* section of this Act.

‡ [*The School Act of* 1860 *further enacts:*

11. No person shall be eligible to be elected or to serve as school trustee, who is not a resident assessed freeholder or householder in the school section for which he is elected.

§ *The School Act of* 1860 *further enacts:*

18. Every person elected as trustee, and who is eligible and liable to serve as such, shall make the following declaration of office before the Chairman of the school meeting:

"I will truly and faithfully, to the best of my judgment and ability, "discharge the duties of the office of School Trustee, to which I have been "elected."

[*Fine for default, or in case of neglect to make declaration:*

And if any person elected as trustee shall not make such a declaration within two weeks after notice of his election, his neglect to do so shall be sufficient evidence of his refusing to serve, and of his liability to pay the fine, as provided for in the [preceding] *twenty third* section of the said Upper Canada [Consolidated] Common School Act.

sent, expressed in writing, of his colleagues in office and of the local superintendent.

The School Act of 1860 *further enacts* that—11. * * * a continuous non-residence of *six* months from his school section by any Trustee, shall cause the vacation of his office.

Mode of proceeding in contested Elections in School Sections.

25. Each Local Superintendent of Schools—

(1) Shall, within *twenty* days after any meeting for the election of common school section trustees within the limits of his charge, receive and investigate any complaint respecting the mode of conducting the election,* and according to the best of his judgment confirm it or set it aside, and appoint the time and place for a new election; and may—

(2) In his discretion, at any time for any lawful purpose, appoint the time and place for a special school section meeting.

☞ *Erratum.*—An error appeared in the *Journal of Education* for September. On page 140, it was stated that the Prince of Wales received and replied to an address, in German, at "Berlin," instead of at *Petersburg*.

IV. Miscellaneous.

1. THE ORPHAN'S DREAM AT CHRISTMAS.

It was Christmas eve—and lonely,
By a garret window high,
Where the city chimneys barely
Spared a hand's-breadth of the sky,
Sat a child, in age—but weeping,
With a face so small and thin,
That it seemed too scant a record
To have eight years traced therein

Oh, grief looks most distorted
When his hideous shadow lies
On the clear and sunny life-stream,
That doth fill a child's blue eyes!
But her eye was dull and sunken,
And the whiten'd cheek was gaunt,
And the blue veins of the forehead
Were the pencilling of want.

And she wept for years like jewels,
Till the last year's bitter gall,
Like the acid of the story,
In itself had melted all;
But the Christmas time returned,
As an old friend, for whose eye
She would take down all the pictures
Sketch'd by faithful memory.

Of those brilliant Christmas seasons,
When the joyous laugh went round;
When sweet words of love and kindness
Were no unfamiliar sound;
When, lit by the log's red lustre,
She her mother's face could see,
And she rock'd the cradle, sitting
On her own twin-brother's knee:

Of her father's pleasant stories,
Of the riddles and the rhymes,
And the kisses and the presents
That had mark'd those Christmas times,
'Twas as well that there was no one
(For it were a mocking strain)
To wish her a merry Christmas,
For that could not come again:

How there came a time of struggling,
When, in spite of love and faith,
Grinding poverty would only
In the end give place to Death;
How her mother grew heart-broken,
When her toil-worn father died,
Took her baby in her bosom,
And was buried by his side:

How she clung unto her brother
As the last spar from the wreck,
But stern death had come between them
While her arms were round his neck.
There were now no living voices;
And if few hands offered bread,
There were none to rest in blessing
On the little homeless head.

Or, if any gave her shelter,
It was less of joy than fear,
For they welcomed crime more warmly
To the selfsame roof with her.
But at length they all grew weary
Of their sick and useless guest;
She must try a workhouse welcome
For the helpless and distressed.

But she prayed; and the Unsleeping
In His ear that whisper caught;
So he sent down Sleep, who gave her
Such a respite as she sought;
Drew the fair head to her bosom,
Pressed the wetted eyelids close,
And, with softly falling kisses,
Lulled her gently to repose.

Then she dreamed of angels, sweeping
With their wings the sky aside,
Raised her swiftly to the country
Where the blessed ones abide;
To a bower all flushed with beauty,
By a shadowy arcade,
Where a mellowness like moonlight
By the Tree of Life was made.

Where the rich fruit sparkled, star-like,
And pure flowers of fadeless dye
Poured their fragrance on the waters
That in crystal beds went by:
Where bright hills of pearl and amber
Closed the fair green valley round,
And, with rainbow light, but lasting,
Were their glistening summits crown'd.

Then, that distant burning glory,
'Mid a gorgeousness of light!
The long vista of Archangels
Could scarce chasten to her sight.
There sat One; and her heart told her
'Twas the same who, for our sin,
Was once born a little baby
"In the stable of an inn."

There was music—oh, such music!
They were trying the old strains
That a certain group of shepherds
Heard on old Judea's plains:
But, when that divinest chorus
To a softened trembling fell,
Love's true ear discerned the voices
That on earth she loved so well.

At a tiny grotto's entrance
A fair child her eyes behold,
With his ivory shoulders hidden
'Neath his curls of living gold;
And he asks them, "Is she coming?"
But ere any one can speak,
The white arms of her twin brother
Are once more about her neck.

Then they all come round her greeting;
But she might have well denied
That her beautiful young sister
Is the poor pale child that died;
And the careful look hath vanish'd,
From her father's tearless face,
And she does not know her mother
Till she feels the old embrace.

Oh, from that ecstatic dreaming
Must she ever wake again,
To the cold and cheerless contrast,—
To a life of lonely pain?
But her Maker's sternest servant
To her side on tiptoe stept:
Told his message in a whisper,—
And she stirred not as she slept!

Now the Christmas morn was breaking
With a dim, uncertain hue,
And the chilling breeze of morning
Came the broken window through;
And the hair upon her forehead,
Was it lifted by the blast,
Or the brushing wings of seraphs,
With their burden as they passed?

All the festive bells were chiming
To the myriad hearts below;
But that deep sleep still hung heavy
On the sleeper's thoughtful brow.
To her quiet face the dream light
Had a lingering glory given;
But the child herself was keeping
Her Christmas-day in Heaven!

—*Dickens' Household Works.*

* *The School Act of* 1860 *further enacts that*—

13. It shall be the duty of a local superintendent of schools to receive, investigate, and decide upon any complaints which may be made in regard to the election of school trustees, or in regard to any proceedings at school meetings; *Provided* always, that no complaint in regard to any election or proceeding at a school meeting shall be entertained, unless made in writing within *twenty* days after the holding of such election or meeting.

2. THE MAGIC LANTERN, ITS USES AND CONSTRUCTION.

(See page 188.)

At this season of the year there is no kind of amusement for the long winter evenings more instructive than this ingenious instrument with its appliances. It was formerly used only for exhibiting the grotesque and ridiculous, in a so called magical manner—hence its name—but is now considered of sufficient educational importance to be used in our colleges and schools to illustrate various branches of knowledge. The magic lantern is remarkable for the simplicity of its construction; and a short description of it will be given explanatory of the manner in which a few magnifying lenses can be so applied as to become an object of interest and instruction. It is a *refracting* optical instrument, and consists of a dark lantern with a funnel or chimney on the top, the funnel being bent for the purpose of intercepting the light in letting out the smoke; it contains a powerful Argand lamp (see engraving Fig. 3) the light from which is reflected by the concave mirror (*e*) upon the convex lens (*c*). This further concentrates the light upon the slides on which the picture is painted, fig. 2. This picture is inserted in an inverted position in the opening (*b*); the rays from the illuminated object then enters a sliding tube *c*, *a*, with a double convex lens at the end of it (*a*) and reproduces the picture on an enlarged scale on the screen (*f*). The sliding tube *c*, *a*, can be adjusted to the proper focus, and by this means the picture can be produced, on the screen, of any desired magnitude. To enlarge the picture, it is only necessary to bring the lens closer to the slides and remove the screen to a greater distance; this will, however, diminish its brightness, as the greater the surface over which the light is diffused, the more faint, in proportion, will the picture be.

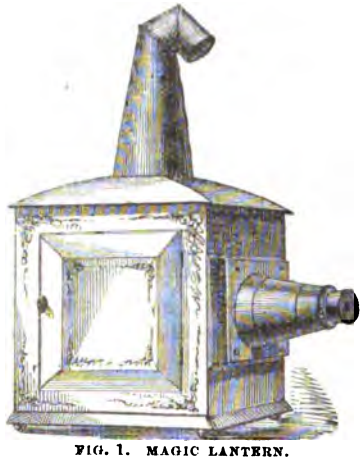


FIG. 1. MAGIC LANTERN.



FIG. 2. SLIDER WITH MAP.

The slides are usually painted with highly transparent varnish on glass; but by the aid of photography, photographic views of the most beautiful description have been prepared for the lantern, some of which can now be procured, with all the necessary apparatus, from the Depository in connection with the Educational Department.

There are two ways of exhibiting the magic lantern: in the first the lantern is placed in front of the screen; in this case the picture is seen by aid of the light which is reflected from the screen, after having been projected upon it by the lantern. Care must be taken that no light penetrates through the screen, since such light would be lost and the picture made proportionally more faint. The best sort of screen, in exhibitions of this sort, is one of white paper pasted on canvass and stretched on a frame, or what is still preferable, a white wall may be used with better effect. When the magic lantern is used more for amusement than in-

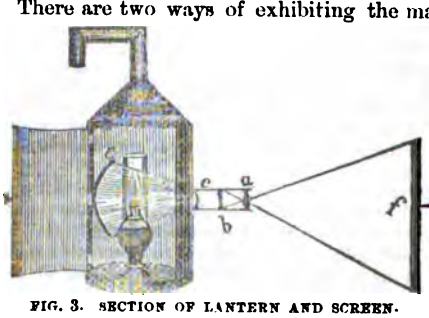


FIG. 3. SECTION OF LANTERN AND SCREEN.

struction, a semi-transparent screen is the best, the lantern being placed on one side of it and the spectators on the other. In this case it should be made of white muslin or calico suspended from a beam or frame, at a convenient distance from the wall, its transparency being increased by wetting it well with water; or, a transparent screen may be prepared by spreading white wax, dissolved with spirits of wine, or oil of turpentine, over the muslin, this has the advantage of being always ready for use and can be rolled up without injury.

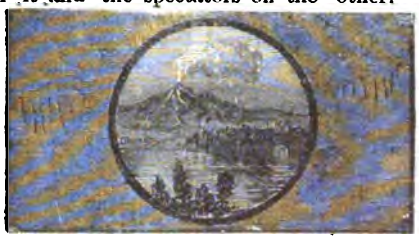


FIG 4. SLIDER WITH VOLCANIC ERUPTION.

To prepare the lantern for exhibition, the lamp must be furnished with a cotton wick (which should never be used twice) and trimmed in the usual manner. In order to supply the lamp with oil, the reservoir must be removed from the cistern, and a small quantity of oil poured into the latter, so as to cover the hole at the bottom and well saturate the cotton wick. The reservoir should then be filled with the *best sperm oil*, and replaced in the cistern. If 2 oz. of powdered camphor be put into a pint of oil it will add greatly to the brilliancy of the light obtained.

Before using the lantern the lenses should be taken out and wiped, so as to remove any dust or moisture that might be on them; the lamp glass must be also cleansed previous to placing it on the lamp, and the reflector brightly, but very carefully polished.

The lamp having been lighted and a clear light obtained free from smoke, the lantern may be placed at a distance of from eight to ten feet from the screen, according to the size of the lenses; should it not throw a clear and well defined disc of light on the screen, move the lamp a little backward or forward until this is satisfactorily effected, a slide may then be put into the groove and focussed by moving in or out the brass tube until the picture is perfectly clear and distinct.

In addition to the slides given above another very beautiful kind of illustration suitable for the magic lantern is the chromatrope (see fig. 5.) The varieties of this kind of slide are endless, showing every combination of waved and curved coloured lines.



FIG. 5. CHROMATROPE SLIDER, WITH RACKWORK.

Dissolving views are exhibited by means of two lanterns. A sliding cover is placed in front of the nozzle of each of the lanterns, and these are moved simultaneously in such a manner, that when the nozzle of one lantern is completely opened, that of the other is completely closed, so that, accordingly as the former is gradually closed, the latter is gradually opened.

It is necessary to made the discs from both lanterns perfectly coincide on the screen—should the edge of one disc show beyond the edge of the other, move the lantern sideways—it being necessary to place one of them at an angle which will vary according to the distance from the screen.

To illustrate the optical effects produced by two lanterns in this way, let us suppose one picture represents a church and bridal party in summer, another picture of the same size with the church and a funeral in winter. If the cover of the nozzle of the lantern containing the summer scene be gradually closed and the other gradually opened, the effect will be that the summer picture will gradually assume the appearance of approaching winter, this change going on until the picture on the screen represents a winter scene, and the procession will undergo similar change. Many beautiful effects may be shown in this manner, such as buildings illuminated, ships in storm and calm, watermills, falling snow, lightning, rainbows, and other atmospheric phenomena.

The Oxycalcum light is often employed with these lanterns and *is a great improvement* on the oil lamp. It is produced by a jet of oxygen passing through the flame of a spirit lamp, and impunging upon a cylinder of lime; it is of intense brilliancy, scarcely inferior to the oxy-hydrogen light, at *one-half the expense, and may be used without the slightest danger.*

V. Short Critical Notices of Books.

—— History of Canada. In 3 Vols. Montreal: John Lovell.—To the active and enterprising zeal of Mr. Lovell, the well known printer and publisher of Montreal, we are indebted for a handsome edition in three volumes of this "History of Canada, from the time of its discovery till the union year, (1840–1.)" It is translated from the last six volume edition of M. Garneau's Histoire du Canada, by Mr. Andrew Bell, and is accompanied with illustrative notes by its English editor. In his preface, the editor says that, "the reproduction in English of M. Garneau's history is a moderately *free*, rather than a strictly *literal*, translation of that work;" but, "as regards the text, the tenor of the author's narrative has been scrupulously observed, although in a number of places some of his sentences have been abridged." As to the scope of the work itself, the author in his preface says, that "Although the present work is, in name, a history of Canada only, it includes the annals of all the French Colonies on the continent of America." This makes M. Garneau's history the more valuable; for to estimate fully the whole scheme of French Colonization on this continent, it is necessary for us to take an extended survey as presented in this work, of the whole ground occupied by the French in America, and to study attentively, from a French-Canadian point of view, their efforts to promote the early settlement of Canada, and to establish those political, social and religious institutions which remain among us in a great degree to this day. We need scarcely say that the paper is good, the type clear, and the printing (like all which issues from Mr. Lovell's press,) excellent. For his enterprise in contributing this valuable addition to our scanty list of Canadian works, Mr. Lovell deserves liberal encouragement on the part of the public, and a speedy demand for this history.

——Lewes' Physiology of Common Life. 2 vols. New-York; D. Appleton & Co. Mr. Lewes is already known to our readers by his other works on kindred science. (See page 157 of the *Journal* for October.) In this work he has succeeded admirably in popularising a branch of science which has until the last few years been considered as strictly professional, and not adapted to the generality of readers. He takes up the subjects of physiological life (such as hunger, thirst, &c.) in a simple and natural order, and illustrates them in an entertaining and agreeable manner. The illustrations are numerous and well executed, and the typography is good.

—— Popular Preachers of the Ancient Church.—London: James Hogg and Sons. This book consists of an interesting series of biographical sketches of "the Popular Preachers of the Ancient Church: their Lives, their Manners and their Work. By the Rev. William Wilson, M.A." The sketches include those of Cyprian, Ambrose, Augustine, Basil, Gregory and Chrysostom; and are designed, says the Author, to exhibit them "in aspects more congenial to the sympathies of modern evangelical Christians than those which are brought prominently forward by the servile admirers of the Fathers." In addition to a popular sketch of the lives of these famous divines, the author has added brief examples of their style of preaching, and several illustrations. The book is attractive in its style and appearance.

—— Andersen's Sand-Hills of Jutland.—Boston: Ticknor & Fields. This work contains eighteen of Hans Christian Andersen's Danish stories, written in his most attractive and entertaining style. The type, paper and printing are admirable.

VI. Educational Intelligence.

—— Annual Convocation of Trinity College.—The Annual Convocation of Trinity College was held on Thursday, in the Hall appropriated for that purpose. There was a large attendance of friends of the institution, including many ladies:—The Chancellor, Sir J. B. Robinson presided. The following degrees were conferred:—B A.:—Joel Lanton Bradbury, Rev. Richard Homan Harris, John Douglas, Rev. Francis Tremayne, Rev. James Smyth, B D. *ad eundem*: —Rev. John Carry, [Bishop's College, Lennoxville.] M.A.:—Rev. John Strutt Lauder, Robert Morris, Charles Ingersoll Benson. The following students matriculated:—Bogert, First Foundation Scholar; Montmorency, Second do.; Givins Cameron, Scholar; Richardson, Third Foundation Scholar; Maddem, Fourth do.; Auston, Briggs, Dixon, Farmer, Lindsay, Loring, Spragge. John McLeary was admitted to a Church Society's Scholarship. The Rev. J. Gunne, Mr. S. Jones, and Mr. Wells passed the

Matriculation Examination in October. The following prizes were presented by the Chancellor:—Chancellor's Prize for First Class in Classical Honours—1859, C. J. S. Bethune, B.A. Prize in Moral Science Examination—Rev. J. Cayley, B.A. The Bishop's Theological Prize, June Examination, 1860, Rev. J. McNeely, B.A. Third Year—Prize in Classics—J. L. Bradbury, B.A. Second Year—Prize in Classics—L. Evans. Mathematics—Harrison. Dr. Fuller's Reading Prizes—1st Prize—C. H. Badgley, B.A. 2nd Prize—Rev. J. McNeely, B.A. English Essay—L. Evans. English Verse—Bradbury. Third Year, Chemistry and Geology—Douglas. Second Year, do.—E. Henderson. First Year, Chemistry and Experimental Philosophy—Fraser. [Essay and Verses read]. As the result of the Examination in June last, the following Scholarships to Freshmen of 1859: Wellington Scholarship, Fraser; Burnside Scholarship, Forneri; Allan Scholarship, Jessup; Dickson Scholarship, A. Baldwin.

—— THE ASSOCIATION OF THE UNIVERSITY OF TRINITY COLLEGE.—A meeting of the graduates of Trinity College was held in the College on Thursday, 15th inst., for the purpose of organizing an Association of the graduates and ex-students of the College, to be called "The Association of the University of Trinity College." A constitution for the Association was adopted, and the following officers were elected:—President—S. J. Vankoughnet, B.C.L. Vice-President—Rev. A. J. Broughall, M.A. Treasurer—Rev. A. Williams, B.A. Secretary—Rev. W. E. Cooper, M.A. Committee—Revds. C. E. Thomson. M.A.; J. Langtry, M.A.; J. J. Bogert, M.A.; L. D. Phillips, M.A.: and Messrs. H. W. Murray, M.A.; C. Patterson, B.A., and C. Badgley, B.A. The President requested to address a circular to the clergy and others known to be favourable to the University, asking them to take steps for the foundation of scholarships or exhibitions in their several districts. The Association unanimously resolved to present an address of congratulation to the Rev. G. C. Irving, M.A., Vice-Provost of the College, upon his return to the University.

—— VISITORS AT THE EDUCATIONAL DEPARTMENT.—W. S. Lindsay, Esq., a member of the English House of Commons, and R. Chambers, Esq., publisher of Edinburgh, while in town visited the Educational Department.

—— THANKSGIVING DAY.—A late number of the *Canada* [official] *Gazette* contained a proclamation naming the 6th of December as a day of general thanksgiving for the bountiful harvest. The holiday has been observed in the public schools.

VII. Literary and Scientific Intelligence.

—— THE HAYES' ARCTIC EXPEDITION.—The American Arctic Expedition under Capt. Hayes which left the United States in July, reached Disco [Greenland] in 24 days. Capt. Hayes intends proceeding northward as soon as possible. He says:—"Early next spring we shall push forward advance depots, and, should we find either ice or water, we shall endeavor to accomplish, with boats or sledges, or with both, the chief object of the voyage before the close of the summer. If this fortune awaits us, we shall then return home without unnecessary delay. I do not, however, anticipate this result; but I expect we shall be detained two winters. I shall endeavor by every means to avoid a third year's absence. We carry with us, however, food and fuel for that period; and, in the event of our being so long detained, I do not fear adverse results.

—— EARTHQUAKE IN CANADA.—An earthquake was felt on the vast area of the continent of America, on the 17th of October. There were several shocks at different times, but the most violent was felt at a quarter before six in the morning. This convulsion seems to have been felt with various degrees of intensity at the same moment, from Portland to Montreal in a northern direction, and from Toronto to Gaspé in an eastern direction. Although the shock was sufficient to throw light objects about within houses and to cause the fall of stones from chimneys, and of tiles from roofs, it does not appear that any serious accident happened anywhere Reports vary as to the duration of the phenomenon.

VIII. Departmental Notices.

TO LOCAL SUPERINTENDENT'S.

As intimated last month, the yearly and half-yearly blank forms of Report for Trustees of School Sections, have been sent out to the County Clerks for distribution to the various Local Superintendents. A copy of the Chief Superintendent's Report was also sent enclosed in the parcel.

MAGIC LANTERNS AND SLIDES.

For Sale to the Public Schools at the Depository in connection with the Educational Department for Upper Canada.

(For explanatory illustration, see page 186.)

NO. 1. IMPROVED DISSOLVING VIEW APPARATUS. Price $160.—The set includes two Phantasmagoria Lanterns, with lenses 3½ inches in diameter, and very powerful Argand Fountain Lamps and Reflectors for Oil; Oxycalcium Light apparatus, consisting of Fountain Spirit Lamps, India-rubber gas bag, pressure board, retort and purifier for making the gas, flexible tube, lime cylinders, &c., gas microscope to attach to Lantern, with 12 sliders; water box; and twenty-seven sliders illustrating the following subjects, viz:—English views, Snow Storm, Watermill, Bethlehem Star, Snow Village, Soldiers' dream, Ship in Storm, &c., Mosque of Omar, and Niagara.

No. 2. PHANTASMAGORIA LANTERN with 3¼ inch lenses and Oxycalcium light apparatus same as above, without microscope or sliders, price $45.

No. 3. MAGIC LANTERN with condensing lenses, four inches diameter, mounted in brass cell 2½ inch meniscus magnifying lenses, solar lamps silvered reflector, spring slider holder, and brass sliding tube. Pictures from 2½, to 3½ inches are shown clearly and distinctly 8 to 12 feet diameter on screen, price $30.

No. 4. PHANTASMAGORIA LANTERN, 3¼ inch lenses with Fountain Argand Lamp and Reflector, and rack and pinion adjustment to the focus tube. Pictures from 2½ to 3 inches shown distinctly 8 to 10 feet in diameter, $17.

No. 5. PHANTASMAGORIA LANTERN without rack and pinion adjustment. Price $15.

No. 6.—MAGIC LANTERN.—3 inch lenses with Argand Lamp and Reflector; of superior construction, $10 50.

No. 7.—MAGIC LANTERN.—2½ inch lenses, with Argand Lamp and Reflector, $7 50.

No. 8.—MAGIC LANTERN.—With lamp and reflector, $3 25.

MAGIC LANTERN SLIDERS.

1. 14 inch Astronomical Diagrams on sliders for showing the position, size and principal phenomena of the solar system; 3 inches in diameter suitable for lanterns 1 to 6, per box, from $24 to $10.
2. 12 inch Astronomical Sliders, suitable for lanterns 6 and 7, $8.
3. 14 inch Natural History sliders, suitable for lanterns 1 to 6, per box, $8.
4. 12 inch Natural History sliders, suitable for lanterns 6 and 7, per box, $5 50.
5. 14 inch Scripture History sliders, suitable for lanterns 1 to 6, per set in box, $14.
6. 12 inch Scripture History sliders, suitable for lanterns 6 and 7, per set in box, $8 80.
7. 3 inch sliders of celebrated buildings, English views, Ruins and abbeys, India, China, Arctic Regions, Russian War, Holy Land, Egypt, Missionary Scenes, Natural Phenomena, &c., suitable for lanterns 1 to 6, from $1 50 to $3 75 each.
8. Photographs of Statuary &c., plain $1 25 to $1 75, each.
9. Photographic pictures of celebrated places, oil paintings &c., beautifully colored, from $2 20 to $3 25 each.
10. Views with moving shipping, &c., suitable for lanterns 1 to 6, $2 25 to $3.
11. Lever and Rack Work sliders, suitable for lanterns 1 to 6, $1 75 $2 50, each.
12. Chromatropes or artifical fire works, suitable for lanterns 1 to 6, $2 50 to $3 75, each.
13. Robinson Crusoe, set of 6 sliders, suitable for lanterns 1 to 6, $4.
14. 14 inch Amusing sliders, set of 12 in a box, suitable for lanterns 3 to 6 $8.
15. Moveable comic and other sliders, for lanterns 1 to 6, 55c., to 70c., each.
16. Set of 12 Zoological sliders, suitable for lantern No. 8, price $3 60.
17. Set of amusing sliders, suitable for lanterns No. 8, per box of 12 sliders $1 to $2 25.

A TEACHER of long experience and thorough knowledge of his profession, holding a 1st Class Certificate, wishes to obtain a SCHOOL. He is competent to teach the French, Latin, and Greek languages, Address (stating salary), "X. Y. Z., Ancaster, C.W." 4*ls.1t.pd.1d.*

THIS DAY IS PUBLISHED,

Price Twenty Cents,

A SUMMARY OF CANADIAN HISTORY,

FROM THE TIME OF CARTIER'S DISCOVERY TO THE PRESENT TIME; with Questions adapted to each paragraph, for the use of Schools.

BY J. A. BOYD, B.A., TORONTO.

JAMES CAMPBELL,

And all Booksellers in Canada.

Toronto, October, 1860. 10ls. 3ts. ond. pd.

TERMS: For a single copy of the *Journal of Education*, $1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

All communications to be addressed to J. GEORGE HODGINS, LL.B., *Education Office, Toronto.*

LOVELL AND GIBSON, PRINTERS, YONGE STREET, TORONTO.

SUPPLEMENT

TO THE

Journal of Education for Upper Canada.

To the Teachers of Canada, Local Superintendents, and the Friends of Education generally:

Because of a resolution passed at the October meeting of the "County of York Teachers' Association," appointing a Committee to agitate the question of a Provincial Teachers' Association, we take the liberty of addressing you on the subject.

The members of the County of York Teachers' Association, believing that the present is a favourable time for the Teachers of Canada to follow the example set them by the teachers of other countries by forming themselves into a National Association, have taken upon themselves the task of agitating the matter, and of bringing the desirability of such an organization before the teachers of the country, and are happy in being able to state that the movement has received the approval of the most prominent teachers in the Province, among whom are the Head Masters of the *Provincial Normal* and Model Schools. The benefits resulting from *such institutions* are manifold; and they have been found in other countries to exert a beneficial effect upon the profession of Teaching.

Satisfied that the influence of such a yearly conference of teachers would exalt the profession, and tend to place the teachers in their true position, the County of York Teachers' Association most earnestly and respectfully invites your co-operation in the matter—Believing that it is a duty which we owe to our country, and the profession to which we belong, to aid in elevating Canadian Teachers to a position consonant with their onerous duties, and to support every movement tending to better the profession. We are convinced that these unions of teachers cannot fail to be beneficial in keeping teachers alive to the great importance of their calling, the tendency among the members of which, unhappily, is to contract a routine and mechanical method of imparting instruction. This arises, we believe, in a measure from the peculiar circumstances in which we are placed as a profession—our calling separates us from each other—we are professionally isolated—all our fellow-laborers are engaged in teaching at the same time as we are—if we want to visit a neighbouring school, we are compelled to suspend the business of our own; the frequency of which would mar our success; so that notwithstanding the great benefits to be derived from mutual visits, for the above reason, coupled with the limited numbers of schools within visiting distance, the good derived from reciprocal professional calls is very limited; because such visits are few and almost impossible. But yearly conferences of teachers, if properly sustained and managed, are admirably adapted for the purpose of awakening our flagging zeal, and for bringing before the teachers the best methods of instruction. Model classes are there conducted by the most eminent and successful in the profession. The following are short sketches and notices of Teachers' Associations in different countries—the opinions of well known educationists—together with the Constitution of the National Teachers' Association of the United States. As the object of the preliminary meeting, which is to be held in Toronto on the twenty-fifth day of January, 1861, is to organize a provincial association and to draft a constitution, it is hoped that the following sketches and constitution will convey some information which may aid teachers to come prepared—we hope that every teacher [male and female] will come ready to take up the matter with energy and good will.

The Law of Prussia, in reference to Associations, is "The Provincial Consistories are required to choose able and zealous clerical inspectors, and to engage them to form and direct great associations between the masters of the town and rural schools, for the purpose of fostering among them a feeling of interest in their profession, of furthering the further development of their education, by regular reunions, by consultations, conversations, practical treatises, study of particular branches of instruction, and discussions on treatises read aloud in their public assemblies." James Kay, Esq., M.A., of Trinity College, Cambridge; Barrister-at-law, and late Travelling Bachelor of the University of Cambridge, says of the Prussian Associations:—"In order to increase the feeling of union and brotherhood which already exists in a high degree among the Prussian teachers, and in order to encourage them to renewed exertions, and to diminish as much as possible the feeling of isolation which must always exist in some degree, where an educated man finds himself placed in a solitary country parish, surrounded by peasants less cultivated than himself, and cut off from the literary society to which he had been accustomed at the Normal college, the government promotes the frequent holding of teachers' conferences, for the purpose of mutual improvement and encouragement. These conferences are held very often, over the whole of Germany, Switzerland, France and Holland, and the benefits resulting from them are very great indeed * * * * * * This plan of debating at the conferences, on methods of instruction, makes the teachers think and stimulates them to enquire how they can impart instruction in the most efficient manner. * * * * * * I was present at one of these teachers' conferences. It was attended not only by the teachers from primary schools, but also by professors from the superior schools and colleges, and was presided over by the director of a normal college. *I do not think the importance of these meetings can be exaggerated.* * * * * * * In France and South Germany they have so strongly felt the importance of these meetings, that the expenses of the teachers in travelling to them are borne by the government; and in Holland and the Duchy of Baden the government inspectors assist at them and join in the debates."

Mr. Woodbridge, in speaking of the Berne Cantonal society of Teachers has the following:—"This society was formed by the teachers assembled for instruction at Hofwyl in the summer of 1832, and consisted of 154 members, with few exceptions teachers of ordinary schools. Fellenberg was chosen president; and Vehrli the excellent teacher of the farm pupils of Hofwyl, vice-president. Its constitution presents, as the great objects of the society, union and co-operation in promoting the education of the people and elevating the character of the schools. The means proposed were, free communications between its members, consultations concerning the best mode of advancing the cause of schools and improving the condition of teachers. * * * * * * They urge that every branch of instruction, from the highest to the lowest, be discussed at these meetings; and that there should be a steady effort among the teachers *to advance in knowledge and skill.*" The following is from the report of Dr. Ryerson in 1846, *On a System of Public Elementary Instruction for Upper Canada.* "Another important agency in the advancement of elementary Education—the existence as well as usefulness of which depends upon voluntary exertions—are the Meetings or Conferences of Teachers and other local administrators of the School Law—especially Superintendents and Visitors.

Such Conferences are held in France by a Special order of the Royal Council, which points out the members, the subjects, the modes of proceeding as well as the objects of them. They have already been productive of the happiest results in that country, although the regular establishment of them did not take place until February 10th, 1837. In Germany they constitute a prominent feature and means of both educational development and improvement. The first scholars and educators in Germany attend them; any thing new in the history of Education is warranted—discoveries, or improvements, or suggestions as to methods of teaching are stated and discussed; addresses by persons previously appointed are delivered; and all matters relating to the instruction and education of the people are proposed and considered. Some of the finest educational discourses which have ever been published were first delivered at these conferences. Such Conferences are now common in the States of Massachussetts and New York and are attended with the happiest effect. In Prussia as well as in France, the Government attaches the greatest importance to these conferences, and sedulously encourages them; and the holding of such meetings in the several districts of this Province under proper regulations, would, I am confident, contribute largely to the improvement of Teachers, and to excite in the public mind an increased interest in the education of the young." On this point the following remarks of the *Prize Essay of the London Central Education Society*, are worthy of grave consideration—especially in a country where the Teachers have not received a Normal School training. Mr. Lalor says, "The principle of association is peculiarly applicable to the science of Education. Conferences of Teachers might be easily prevented from degenerating into Debating Clubs or Convivial Meetings. Induced to come together at proper intervals, and under judicious arrangements, the association would furnish the strongest incentives to their zeal and industry. The sympathies of a common pursuit, the interchange of ideas, the communications of new discoveries, could not fail to make the meeting delightful. At present, practical knowledge of the most important kinds, acquired by long lives spent in teaching, goes out of the world with its possessors; there being no easy mode of communicating it to others; or (what is, perhaps, more important,) no means of giving it that degree of development which would show its value. Conferences of Teachers would suffer no man's experience to be lost. Every hint would be taken up and followed out by investigation. The resources of each would be drawn out; and men would learn the command of their powers, and the manner of keeping their position in society. The most accomplished minds would give a tone to the others; roughness and peculiarities of manners would be rubbed off, and each would feel that he was not solitary and unconnected, but a member of an important body. When men of common interests meet together, the topics which concern them most nearly must engage a share of their attention. If there is any grievance it will assume a distinct shape by discussion, and be put in the way of redress; if any improvement of condition be practicable, their

joint consideration will be most likely to effect it. All this tending to make them feel their own rights and strength must also ensure greater consideration from society. The sagacity of the Prussian Government, so strikingly displayed in its organization of public education, makes the utmost use of this principle of association. The Conferences of School-masters, without coercive interference, which would deprive them of their chief advantages, are promoted and encouraged by every means in its power." We will add a few extracts from the published minutes of the United States National Teachers' Association, to show what consideration it receives at the hands of the citizens of the adjoining Republic. In the first annual report we have: "A. J. Rickoff, Esq., City Superintendent of Schools, Cincinnati, in a whole-souled address, gave the Association a hearty welcome to the Queen City of the West. Teachers of the East and West had met in Cincinnati, the midway point, to greet each other for the first time, and express the hope that the results of the convention would prove beneficial alike to delgates and to the communtiy. He regarded the organization of the National Teachers' Association, as the enunciation of *the* educational idea of the age." "Rev. Anson Smyth of Columbus, State Commissioner of Schools for Ohio, followed Mr. Rickoff, and in the name of the people of Ohio welcomed the Association to the Buckeye State, and congratulated the Association on the glorious future of the cause of education, and the large and important field of usefulness before the Association. President Richards responded to the addresses of Messrs. Rickoff and Smyth, thanking them for their courtesy and cordial sympathy in the objects of the Association." This, its first annual meeting, was held August 1858; in 1859 it met at Washington, D. C., and in 1860 at Buffalo. We copy from the minutes of 1859, "Z. Richards, Esq., of Washington, introduced to the Association his Honor J. G. Berret, Mayor of Washington, who, in an eloquent address dilated on the general educational interests of the country, and the character of the teachers. His Honor concluded by giving the Association a hearty welcome to the hospitalities of the city. S. Yorke AtLee, Esq., was next introduced on behalf of the Board of Education of the city, and gave a cordial greeting to the Association, expressing great interest in its objects, and sympathy and co-operation in its labours. The President responded to the welcome of the address of his Honor the Mayor, and the greeting of Mr. AtLee, thanking them for their reception of and interest in the Association so heartily tendered. * * * The hour having arrived that had been named by the President of the United States in which he would receive the members of the Association in the Executive Mansion, the Association adjourned in order to make the call. The Association, then, in a body, repaired to the White House, and were ushered into the East Room. On the entrance of his Excellency, Mr. Rickoff, the President of the Association, and his lady, advanced to meet him, and, on being introduced, addressed him on behalf of the Association, expressing the great pleasure all feel in paying their respects to the Chief Magistrate of the Republic, and expressing the hope of his sympathy in the educational reforms of the day. His Excellency, in reply, expressed the great pleasure he felt in receiving this visit from the Association. To the teacher he accorded all honour. The only safeguard for the country, he remarked, is education founded upon the principles of pure christianity and true religion. Without religion there can be no prosperity, no liberty, no advancement in real knowledge. After wishing the Association great success and prosperity, his Excellency was introduced to the several members of the Association present. In 1860 it was welcomed to the City of Buffalo by Mayor Alberger.

Fellow Teachers, with you it remains to say whether we shall make use of this principle of association, for the advancement of the cause of education in our land, and for the improvement of our profession. Let us not be slow to move—the work is voluntary—let us show to our fellow-citizens that the work of educating and training which they have committed to us, has not fallen into unworthy hands. Let us show that we are engaged earnestly in our work, and willing to benefit by all the aids within our reach. Teachers of Canada, let us show that we appreciate the advantages which as a class we enjoy, and now that we are called upon to advance our country's good that we will not be remiss. All teachers and Local Superintendents are respectfully solicited to exert themselves in endeavouring to assemble the teachers of their respective Towns, Cities, Townships or Counties, to appoint delegates to attend the preliminary meeting to be held in the Court House, Toronto, on the 25th Jany., 1861, at 11 o'clock, A.M., and in the event of failing to induce the teachers of their respective Town, City, Township or County to appoint delegates, we hope they will attend themselves. All teachers, whether delegates or not, are most cordially invited to attend the above meeting.

All communications in reference to this circular to be addressed to the Secretary, and pre-paid.

The press of Canada will confer a favour on the County of York Teachers' Association and the profession generally, by noting the objects, place, and time, of the preliminary meeting mentioned in the above circular.

Trustees who may receive this will please forward it to the teacher without delay.

By order of the Committee,

WM. HENRY IRWIN, Chairman.

ROBERT ALEXANDER, Secretary.

County of York, Newmarket,
December, 1860. County of York.

The following is a copy of the constitution of the U. S. *National Teachers' Association:*

PREAMBLE.

"To elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education in the United States, we, whose names are subjoined, agree to adopt the following

CONSTITUTION.

"ARTICLE 1. *Name.*—This Association shall be styled the "National Teachers' Association."

"ART. II. *Members.*—Any gentleman who is regularly occupied in teaching in a public or private elementary school, common school, high school, academy or scientific school, college or university, or who is regularly employed as a private tutor, as the editor of an educational journal, or as a superintendent of schools, shall be eligible to membership.

Application for admission to membership shall be made, or referred to the Board of Directors, or such committee of their own number as they shall appoint; and all who may be recommended by them, and accepted by a majority vote of the members present, shall be entitled to the privileges of the Association, upon paying Two Dollars and signing this Constitution.

Upon the recommendation of the Board of Directors, gentlemen may be elected as Honorary Members by two-thirds of the members present, and as such shall have all the rights of Regular Members, except those of voting and holding office.

Ladies engaged in teaching may, on the recommendation of the Board of Directors, become Honorary Members, and shall thereby possess the right of presenting, in the form of written essays (to be read by the Secretary or any other member whom they may select,) their views upon the subject assigned for discussion.

Whenever a member of this Association shall abandon the profession of teaching or the business of editing an educational journal, or of superintending schools, he shall cease to be a member.

If one member shall be charged by another with immoral or dishonourable conduct, the charge shall be referred to the Board of Directors, or such a committee as they shall appoint, and if the charge shall be sustained by them, and afterwards by two-thirds of the members present at a regular meeting of the Association, the person so charged shall forfeit his membership.

There shall be an Annual Fee of One Dollar. If any one shall omit paying his fee for four years, his connection with the Association shall cease.

A person eligible to membership, may become a Life Member by paying, at once, Ten Dollars.

ART. III. *Officers.*—The Officers of this Association shall be a President, twelve Vice-Presidents, a Secretary, a Treasurer, and one Counsellor for each State, District, or Territory represented in the Association. These officers, all of whom shall be elected by ballot, a majority of the votes cast being necessary for a choice, shall constitute the Board of Directors, and shall have power to appoint such committees from their own number as they shall deem expedient.

The President shall preside at all meetings of the Association and of the Board of Directors, and shall perform such other duties, and enjoy such privileges as by custom devolve upon and are enjoyed by a presiding officer. In his absence, the first Vice-President in order who is present, shall preside; and in the absence of all the Vice-Presidents, a pro-tempore chairman shall be appointed on nomination, the Secretary putting the question.

The Secretary shall keep a full and just record of the proceedings of the Association and of the Board of Directors; shall notify each member of the Association or Board; shall conduct such correspondence as the Directors may assign; and shall have his records present at all meetings of the Association and of the Board of Directors. In his absence a Secretary pro tempore may be appointed.

The Treasurer shall receive and hold in safe keeping all moneys paid to the Association; shall expend the same in accordance with the votes of the Directors or of the Association; and shall keep an exact account of his receipts and expenditures, with vouchers for the latter, which account he shall render to the Board of Directors prior to each regular meeting of the Association; he shall also present an abstract thereof to the Association. The Treasurer shall give such bonds for the faithful discharge of his duties as may be required by the Board of Directors.

The Counsellor shall have equal power with the other Directors in performing the duties belonging to the Board.

The Board of Directors shall have power to fill all vacancies in their own body; shall have in charge the general interests of the Association; shall make all necessary arrangements for its meeting; and shall do all in their power to render it a useful and honourable institution.

"ART. IV. *Meetings.*—A meeting shall be held in August, 1858, after which the regular meetings shall be held annually. The place and the precise time of meeting shall be determined by the Board of Directors.

The Board of Directors shall hold their Regular Meetings at the place and two hours before the time of the assembling of the Association, and immediately after the adjournment of the same. Special meetings may be held at such other times and places as the Board or the President shall determine.

"ART. V. *By-Laws.*—By-laws, not inconsistent with this Constitution, may be adopted by a two thirds vote of the Association.

"ART. VI. *Amendments.*—This Constitution may be altered or amended at a regular meeting, by the unanimous vote of the members present; or by a two-thirds vote of the members present, providing that the alteration or amendment have been substantially proposed at a previous regular meeting."

The foregoing is a true copy of the Constitution.

J. W. BULKLEY, Secretary.

THE

JOURNAL OF EDUCATION

FOR

Upper Canada:

EDITED BY THE

REVEREND EGERTON RYERSON, D.D., LL.D.,

CHIEF SUPERINTENDENT OF EDUCATION,

AND BY

J. GEORGE HODGINS, LL.B., F.R.G.S.,

DEPUTY SUPERINTENDENT.

VOLUME XIV.—FOR THE YEAR 1861.



TORONTO:

PRINTED BY LOVELL AND GIBSON, YONGE STREET.

TERMS:—ONE DOLLAR PER ANNUM, IN ADVANCE.

1861.

CONTENTS OF VOLUME XIV.

N.B.—THE FIGURES DENOTE THE PAGES.

A.

Advertisements, end of No.
Agricultural progress of U. C., 147.
Agriculture in Common Schools, 148.
Alfred, Prince, Visit of, 109.
Algona, Education in, 67.
Apportionment, Legisla., for 1860, 88.
Assumption College, Sandwich, 188.
Auditors, School, 168.

B.

Baptist Literary Institute, 31.
Barrie Grammar School, 174.
Barometer, Use of, 39, 40, 186.
Beverley School Sections, 78.
Bible, the formation of character, 27.
Biographical Sketches:
Sir Charles J. Napier, K.C.B., 10.
The Earl of Dundonald, 11.
Sir Harry Smith, G.C.B., 11.
The Earl of Aberdeen, K.T., 28.
The Duke of Richmond, 28.
The notable dead of 1860, 28.
The King of Prussia, 43.
Rev. Dr. Croly, 43.
The Duke of Norfolk, 43.
Funeral of Baron Bunsen, 43.
H. R. H. the Duchess of Kent, 58.
Remains of Columbus, 59.
Hugh Miller's Monument, 59.
Count Cavour, 92.
Right Hon. Lord Campbell, 101.
The Sultan of Turkey, 101.
Thomas Gibbs Ridout, Esq., 121.
Elizabeth Barrett Browning, 121.
Lord Herbert of Lea, 141.
Earl of Tracuair, 141.
Madame Catharine Hayes, 141.
Wm. Lyon Mackenzie, Esq., 141.
Hon. Edmund Murney, 142.
Alexander Aird, Esq., 151.
J. M. Dolsen, Esq., 151.
John Waudby, Esq., 151.
Bishop Macdonell, 151.
Dr. Morrin of Quebec, 152.
Thomas Atkinson, Esq., 152.
George Gurnett, Esq., 184.
James Sampson, M.D., 185.
Colonel McDonell, 185.
Book exports of France, &c., 1861, 52.
Book imports of Canada, 19.
Books, Thoughts on, 52.
Books, &c., Papers on, 20, 22, 124.
Books, Short critical notices of:
Journal of the Board of Arts, 13.
Allibone's Dictionary, 13.
Krapf's Travels in Africa, 13.
Todd's Angel of the Iceberg, 13.
Scottish life and character, 30.
Travels in the Amoor, 30.
Medical Hand book, 30.
Readings for young men, 30.
The book and its story, 30.
Teachers' assistant, 30.
The Prince's Tour in America, 30.
Goldsmith's Vicar of Wakefield, 30.
Leslie's autobiography, 46.
The King's Highway, 46.
The Pilgrim's progress, 46.
The children's Bible story book, 46.
The brother's watchword, 46.
Flowers, grasses and shrubs, 46.
The little Lychetts, 46.
England's Yeomen, 62.
True manhood, 62.
Hints on the culture of character, 62
Tom Brown at Oxford, 62.
Yale agricultural lectures, 62.
Grapes of Eshcol, 62.
Days of old, 78.
Roses and Thorns, 78.
The Cities of refuge, 78.
Carthage and her remains, 144.
Seasons with the sea-horses, 144.
The British Reviews, 144.
Catlin's life among the Indians, 156.
Ernest Bracebridge, 156.
Jack Buntline, 156.
Evenings with John Bunyan, 156.
Calkins' primary object lessons, 156
Gosse's Romance of Nat. Hist., 156
Oliver Cromwell, 178.
Alcohol and Tobacco, 178.
Roughing it with Alick Ballie, 178.
Faraday's history of a candle, 178.
Prince of Wales visit to Amer., 187
Memoir of David Sandemen, 187.
Watson's Woods, 187.
Botanical Society of Canada, 6.
Brougham, Lord, on Education, 162.
Bunsen on the date of Creation, 16.

C.

Calendar for the year 1861, 8.
Cambridge, Prince of Wales at, 47.
Canada, L., Education in, 145.
" U. " in, 129.
Canadian pupils in England, 126.
" Press, Extracts, 140.
" Literary Institute, 7.
Cayuga Schools, 79.
Central Asia, Explorations in, 80.
Certificates, Provincial, 23rd Session, 27. 24th Session, 104.
Cæsar, L. Napoleon's History of, 47.
Classical subjects, Papers on, 113, 152
Competitive Examinations, 178.
Compulsory Education, 182.

D.

Deaf and Dumb, Examination, 109,
Departmental Notices, (end of each number.)
Diamond, A new scented, 48.
Dyptheria, Cure for, 111.

E.

Earthquakes, 47.
Editorial:
Official replies of Chief Superintendent, 8, 24, 40, 56.
Pernicious literature, 41, 57.
Sample of Education in U. C., 57.
Model Grammar School, 136.
School Section Auditors, 168.
Annual School Meetings, 168.
Education, Papers on Practical,
Conducting recitations, 9.
Advantages of illustration, 10.
County Geography of Canada, 10.
Correct speaking, 10.
Sowing wild oats, 10.
Music as an aid to discipline, 28.
Vocal music in schools, 29.
Effects of music upon the sick, 29.
Notes of lessons on fish, 29,
The schoolhouse playground, 29.
The Teachers' office, 41.
Blessed children, 41.
Our Saviour and St. Peter, 41.
Respect to parents, 42.
Arguments for Free Schools, 57.
Never too old to learn, 58.
The value of "Good Morning," 58.
The responsibility of boys, 58.
Irregular attendance, 68.
Competition in Education, 69.
Moral education of children, 69.
Maxims for teachers, 84.
Self-control in a teacher, 85.
School management, 85.
Questions in Domestic Economy, 86
The slate and blackboard, 86.
Education of the street, 86.
Manners and morals at school, 86.
Geography out of doors, 87.
Geographical formula, 87.
The true educational doctrine, 87.
English bringing up of children, 87.
Character is power, 88.
A talk with teachers, 101.
The dull scholar, 102.
Education is wealth, 102.
Rearing children, 102.
Summer sickness of children, 102.
Give the children fresh air, 102.
The philosophy of education, 132.
Hints respecting articulation, 133.
Vocal music in schools, 133.
On mental arithmetic, 148.
Hints on school discipline, 149.
The teachers' reward, 150.
Physical training in schools, 150.
Lessons on objects, 171.
Qualifications of a good teacher, 181
Habit of correct speaking, 181.
Physical exercises in school, 181.
Experiences in my Scot. school, 181
Compulsory Education, 182.
Education—Papers on Religious,
A plea for Sunday Schools, 133.
Parental religious instruction, 134.
Early religious culture, 135.
A child's faith, 135.
Education and Customs of the Past,
A schoolmasters duties in 1682, 69.
Old and the new schoolmaster, 70.
The Connecticut Blue Laws, 70.
English Village schools, 70.
Education in foreign countries,
" in Bengal, 167.
" in Denmark, 167.
" in England and Wales, 98,
" in France, 67, 97.
" in Chili, 16.
" Victor Emanuel on, 67.
" in British Columbia, 67.
" in Algona, 67.
Education in the State of N. York, 67.
" in U. C., 24, 146, 22, 129.
" in Lower Canada, 146, 145.
" in Scotland, 81.
" of unwilling children, 79.
" in English coal mines, 81.
" improvem't of classical, 113
" Spencer's Essays on, 115.
" of teachers, 116.
Educational Intelligence (end of Nos.)
" Museum, Upper Canada, 7.
" System of " 22, 24.
" Comparison of N. Y., Penn. and Mass. with U. C., 131.
" Institutions as an inducement to settlers, 148.
" Department. Visit of Pr. Alfred to the, 109.
Educational Institutions, Papers on, English College of Preceptors.—United Association of Schoolmasters of Gt. B.—Educational Institute of Scotland.—Schoolmasters' Social Science Association.—General Associated Body of Church Schoolmasters.—National School Society.—British and Foreign School Society.—Home and Colonial do.—Public Sch. of Oswego, N. Y., 116–118.
Egyptian discoveries, 7.
English Schools Commission, 84.

F.

Flowers, &c. Papers on,
Flowers and their teachings, 103.
The marvels of a seed, 103.
How Japanese restore flowers, 103
Lichens, 103.
The tomato as food, 103.
France, The Prince Imperial of, 16.
" Book exports of, 52.
" Books published in, 52.
" Education in, 52.

G.

Gladstone' Right Hon. W. E., 179.
Goethe's songs,
Grammar Schools teaching days, 8.
" School Masterships, 8, 41,
" School Met. St., 32, 36, 38.
" " Masters, 137.
" School, Subjects of Examination for candidates for, 137.
Granville, Lord, Speech, 178.
Gymnasia in American Schools, 111.

H.

Hallam, Monument to, 80.
Hamilton Central and Primary S., 14.
" Roman Cath. Sep. Sch., 14.
Harvard College, 16.
Herschel, Sir J., and the weather, 39.
Historical Society of U. C., 183.
Holland, Learning and Science in, 47.

I.

Ignorance, 103.
Illegal signing of Trustees names, 41.

India, Education in, 176.
Indian relics at Montreal, 16.
International Exhibition for 1861, 165.
Ireland, Education in, 161, 176.

K.

King's College, Nova Scotia, 176.
Kingston Public School Library, 158.
" New School in, 159.
Knox College, 158.

L.

Language, A universal, 48.
Laval University, 31.
Lennoxville Grammar School, 110.
Library at Cape of Good Hope, 7.
" presented by Pr. Albert, 32.
" Public School, Cobourg, 148.
Libraries, 47.
" Free Public, of U. C., 17.
" Prison, in U. C., 19.
" Mechanics' Inst., U. C., 18.
" Suggestions for house., 51.
Libraries. Papers relating to,
The India House Library, 19.
Circulating library in London, 20.
The Library of Congress, 20.
Literary and Scientific Intelligence, (end of each Number.)
Literary Journal, New Canadian, 47.
Liverpool, Free Library, &c., 1.

M.

McCaul, Speech of Dr., 157, 174.
Magic lantern and its uses, 186, 188.
Maynooth College and the Prince, 144
Macaulay, Statue to, 47.
Maitland's Prize, Sir Peregrine, 79.
Medical Students, 47.
Meteor seen in Canada, 35.
Meteorological Stations, 32, 36, 38.
Meteorology, Agricultural. 40.
Miscellaneous:
The holidays, 11.
Exercise for boys, 12.
Autumnal lessons, 12.
Children—little comforters, 12.
Garibaldi's Island of Caprera, 12.
Live not for yourself, 12.
Civil list literary pensions, 12.
A voice from the Penitentiary, 29.
Taste not; a story for boys, 30.
The falling snow, 45.
Education, Queen's children, 45
The Queen and her daughters, 45.
Lord Brougham and the Queen, 46.
The caligraphy of personages, 46.
Booty of the Allies in China, 46.
Wellington never lost a gun, 46.
Give us your blessing, mother, 59.
The two gifts, 59.
Transforming power of vice, 59.
Beautiful faith, 60.
The indelible nature of influence, 60
What is the Palmetto, 60.
Origin of English law, 76.
Poetical gems, 76.
Poetical definitions, 76.
Anecdotes of boy life in London, 76.
Queen Victoria in London, 76.
The Prince of Wales & Canada, 76.
The new copper coinage, 77.
Never deceive a child, 77.
Selection of an occupation, 77.
Too much money, 77.
My darling's shoes, 94.
The laws of cricket, 94.
True freedom, how to gain it, 105.
My mother's voice, 105.
Result of a kind action, 106.
The useful and the beautiful, 106.
The last will and testament, 106.
I don't see why, 107.
The honor due to industry, 107.
American modern refinement, 107.
Lord Elgin on the Chinese, 107.
The Autumn calm, 122.
Anecdote of Queen Victoria, 122.
England, by Henry W. Beecher, 122
Stability of things in England, 122
Order of Knighthood for India, 122
Origin of Dixie's Land, 122.
Memoirs of Rugby School, 122.
Blessedness of obeying parents, 123
Curran's gratitude, 123.
He's my brother, 123.
Progress of an honest boy, 123.
Home, light and life, 124.
Self dependence, 124.
Our own broad lake, 142.
Locking up London Tower, 143.
Sunday and Temperance, 143.
Farewell to the swallows, 155.
The Queen in the Highlands, 155.
Royal recognition of merit, 155.
The evening for reading, 155.
English literature, 155.
Fancy Titles for books, 155.
Model Schools Examination, 96.
" Grammar School do., 107, 136.
Mother and child, 56.
Museum of Antiquities in Egypt, 7.
Museums, Catalogue of French, 7.

N.

Natural History, Papers on,
Spider life, 73.
Error in regard to spiders, 74.
Aquatic architects, 74.
Gigantic crane of Australia, 74.
Antidote for snake poison, 74
Shooting singing birds, 93.
Longevity of animals, 93.
Chinese animals, 104.
Habits of the Gorilla, 119.
Du Chaillu and the Gorilla, 119.
Natural History facts, 119.
Commercial value of insects, 120.
Obstinacy of the sea horse, 120.
The Fisheries of Gaspé, 120.
New Comet, Papers on the, 100.
New York appropriation Bill, 68.
Niagara, Free Schools in, 63.
Nile, The sources of the, 47.
Normal School, 13.
" " prizes, Lower C., 15.
" " Certificates, 27, 104.

O.

Ohio coal, 111.
Ormiston, Rev. Dr., Speech, 181.
Oswego, the Public Schools of, 118.
Oxford Local Examinations, 126.

P.

Palmerston, Lord, Speech, 181.
Papers on Books and Literature, 20.
Pensions to C. S. Teachers, 176.
Philadelphia Public Schools, 79.
Physical Geography, Papers on,
Italy is first class power, 61.
Remarkable lakes in Portugal, 61.
Explorations in Africa, 61.
Ocean beach of Oregon, 61.
Commerce of the Mississippi, 62.
Geological Survey of Canada, 98.
The mineral wealth of L. C., 99.
Notes of lessons on Gibraltar, 99.
Bottom of the Ocean, 99.
Labrador exploration, 118.
Botanical excursion, 119.
God's plan in Geography, 119.
Greatest navigable streams, 119.
Dr. Hayes Polar Expedition, 185.
British Arctic Expepition, 106
Physical Science, Papers on,
Precious stones, 120.
Nature's Alphabet, 120.
Skipping and skimming, 120.
Ventilating chambers, 121.
Italian Railways, 121.
Botanical Society of Canada, 153.
Canadian Barometers, 153.
Use of the Barometer, 154.
Economy in use of Barometer, 154.
Mineral wealth of G. Britain, 154.
Discovery of lead ore. 154.
New Island in Caspian Sea, 155.
Physiology and Health, Papers on,
Doctors on teaching Physiology, 52
Florence Nightingale on the sick, 53
Air necessary for life and health, 54
The tongue a health indicator, 55.
Useful medical hints, 55.
Errors about sleep, 55.
Suggestions to promote health, 55.
The fatal operation of cold, 55.
Little children's gymnastics, 55.
Virtue and health from 8 to 16, 55.
Physical training in Com. Sch., 56.
Pleasantry used for reproof, 116.
Poetry:
English Grammar versified, 9.
The Holidays, 11.
Thoughts on Books, 20
A voice from the Penitentiary, 29.
The Teachers' Office, 41.
The falling Snow, 45.
Give us your blessing Mother, 59.
Poetical gems, 76.
My darling's shoes, 94.
True Freedom, how to gain it, 105.
The Autumn calm, 122.
God bless the schools, 186.
Press, The English and French, 47.
Prince Alfred, 11.
Prince of Wales at Cambridge, 47.

Q.

Queen, Anecdotes of the, 13.
Queen's Bench Court, decisions of, 26.
Queen's Bench Court, Hilary Term, 91
" College, Law Faculty, 62.

R.

Readers, Lower C. French School, 15
Reading, The art of, 52,
" Healthful exercise of, 52.
" Rules for, 52.
Reformatory Schools, G. Brit., 98.
Religious Education, Papers on, 138.
Rifle corps, Trinity College, 96.
Royal Geographical Society, 109.
Russian Universities, Ladies at, 47.
Rugby School, 16.

S.

St. Michael's College, Toronto, 188.
St. Frances' College, Richmond, 126.
School Manuals, 9, 41.
Separate School Examinations, 144.
Smithsonian Table of mean temperatures in North America, 34.
Social Science Association, 161.
Statistical Papers, &c.:
History of the National Debt, 44.
English Cotton Factories, 44.
The cotton trade of France, 45.
British Railroads, 45.
The population of U. S., 74.
Russia under Alexander II., 74.
The census of Russia, 75.
Telegram to America via Russia, 75
Chinese customs and English, 75.
Japanese little folks, 75.
Steamboat, First, in U. C., 184.
Storms, The law of, 40.
Stratford, Education in, 109.
Swiss school children and Tell, 16.

T.

Tea, Effects of, 71.
Teachers' Provincial Convention, 31.
" Association of Ontario, 31.
" Associations, 78.
" Library, 124.
" Education of, 116.
" Association of C.W., 125, 138
" " Co. Huron. 144.
Telegraph exploring expedition, 16.
Text Books in our Schools, 92.
Tobacco, Papers on, 70, 71.
Toronto City Schools, 14.
" Criminals, 47.
" School of Medicine, 158.
" burning prevented, 184.
" Separate Schools, 144.
Trustees, Rights and Duties of, 8.
Turkey, The Sultan of, 101.

U.

University of Queen's College, Kingston, 14, 78, 159.
" Scottish, at Quebec, 15.
" of McGill College, 15, 47, 64, 110, 126, 159.
" of Naples, 16.
" Laval, 78, 110.
" Life at Oxford, 79.
" of Toronto, 95, 109.
" of Victoria Col., 95, 158.
" College, Toronto, 174.
" of Trinity College, 96, 109.
" of New Brunswick, 110.
" of Oxford, 126.
" of Cambridge, 126.
" of London, 126.
" of Edinburgh, 126.
" of Aberdeen, 126.
" of St. Andrews, 127.
" of Dublin, 176.
Upper Canada College, 47, 78, 158.

V.

Valparaiso, Book imports into, 80.
Vassar Female College, 127.
Vice-Chancellor, University of Toronto, 54.
Victor Emmanuel on Education, 67.

W.

Wales, Prince of, at Oxford, 15.
Weather, Foresight of the, 40.
Wellington College, 15.
Wesleyan Female College, 158.
Woodstock Baptist Institute, 31

Y.

Yale College Scientific School, 16, 127

Z.

Zoological Museum, Harvard Coll., 4.

JOURNAL OF EDUCATION,

Upper Canada.

VOL. XIV. TORONTO: JANUARY, 1861. No. 1.

CONTENTS OF THIS NUMBER.

		PAGE
I.	Munificent Gift of a Free Library and Museum in Liverpool	1
II.	Harvard College Zoological Museum	4
III.	Botanical Society of Canada	6
IV.	The Educational Museum for Upper Canada	7
V.	The Academy of Arts, St. Louis	7
VI.	Library Hall at the Cape of Good Hope	7
VII.	Catalogue of French Museums	7
VIII.	Museum of Antiquities in Egypt	7
IX.	Interesting Egyptian Discoveries	7
X.	EDITORIALS—(1) Calendar, &c., for 1862. (2) Official Replies of the Chief Superintendent of Education, to Local School Authorities. (3) Notice to Candidates for Grammar School Masterships. (4) School Manuals. (5) Blank Forms of Reports	8
XI.	PAPERS ON PRACTICAL EDUCATION—(1) English Grammar Versified. (2) Conducting Recitations. (3) Advantages of Illustration. (4) County Geography of Canada. (5) Correct Speaking. (6) Sowing Wild Oats	9
XII.	BIOGRAPHICAL SKETCHES—No. 1. Sir Charles John Napier, K.C.B. No. 2. The Earl of Dundonald. No. 3. Sir Harry Smith, G.C.B.	10
XIII.	MISCELLANEOUS—(1) The Holidays. (2) Exercise for Boys. (3) Autumnal Lessons. (4) Children, Little Comforters. (5) Garibaldi's Address to Her Majesty Queen Victoria	11
XIV.	[illegible]	13
XV.	Short Critical Notices of Books	13
XVI.	Educational Intelligence	13
XVII.	Literary and Scientific Subjects	16
XVIII.	Departmental Notices and Advertisements	16

MUNIFICENT GIFT OF A FREE LIBRARY AND MUSEUM IN LIVERPOOL.

BY WILLIAM BROWN, ESQ., M.P., A LIVERPOOL MERCHANT.

One of those splendid gifts to the public, for which the Merchant Princes of England have become so very justly famous, has just been made to the city of Liverpool, by William Brown, Esq., M.P. for South Lancashire, and senior partner in the mercantile firm of Messrs. Brown, Shipley, & Co. The gift in this instance consists of a magnificent FREE PUBLIC LIBRARY AND MUSEUM, erected by Mr. Brown at a cost of £40,000 sterling, or $200,000, and presented to the city, with fitting ceremonies, on the 17th October. In size and architectural style this building was designed to be a fitting companion, as it is a close neighbour, to the noble Hall of St. George, of which Liverpool is so justly proud. From the London *Times* we make the following extracts descriptive of the building and of the inauguration ceremonies.

DESCRIPTION OF THE BUILDING ITSELF.

This edifice, in connexion with which an extended series of festivities and displays has been observed, is a very elegant as well as an extensive and commodious building. It is placed on the north side of Shaw's-brow, in close proximity with the north end of St. George's Hall, and on a level corresponding with the general features of that structure. Externally its principal front consists of a hexa-style portico of Corinthian architecture, surmounted by a pediment. At each side of the central portico there is a wing. Interiorly the chief architectural feature of the edifice is a noble central hall, entering from a vestibule of moderate dimensions and tasteful decoration. The hall spoken of is 96 feet long by 55 feet wide, and 70 feet high. This hall is divided into two portions in its height by a gallery, on the front of which a handsome stone balustrade extends completely round the hall. The ceiling, which is richly ornamented, is pierced by three square apertures filled with ground glass, which transmit a copious supply of graduated light, further augmented by the light of seven large windows on the east and west sides of the hall, so high as to be almost top lights in all cases. The lower portion of this fine hall it is proposed still further to enrich by the introduction of statuary. Its upper portion, or gallery, is to be appropriated to the purposes of a picture gallery, for which its mellowed light and great extent admirably fit it. Access to this gallery is obtained by a beautifully-arranged staircase, which in itself constitutes an important and pleasing architectural feature of this principal portion of the whole edifice. The aspect of this arrangement is at once rich and satisfactory, the varied lines of which it is composed being sufficiently complex to produce richness without in any degree suggesting the idea of being crowded. As a whole, this hall and its complementary portions—the hall and the staircase—together with their numerous columns, long straight lines, and sharply conflicting curves, form an architectural combination of great and varied beauty, happily adapted to a variety of purposes, both ornamental and useful.

The wing portions of the edifice contains the really working or practically useful apartments of the institution. The right hand, or eastern, part of the building is devoted exclusively to the purposes of the library; the left, or west, to those of the museum. The leading feature of the former is a large and commodious reading-room 108 feet long, 49 feet wide, and 50 feet high in the ceiling. This is completely and copiously lighted from the ceiling. To the south-east of this is a "reference" reading-room, in which books of a more valuable class may be consulted. This room is 40 feet long by 28 feet wide. Both of these reading-rooms have immediate and private communications with the general library, an apartment 73 feet long by 23 feet wide. These last-named apartments are on the first floor, and a repetition of similar apartments on the second floor. The museum portion of the building consists of numerous apartments for the reception and display of objects of natural history.

An interesting feature of the museum department consists of the spacious hall, devoted to the purposes of a Polytechnic gallery, or museum of practical mechanical science. This is 86 feet long, by 50 feet wide, and 50 feet high. It is divided into three heights by two galleries, which completely encircle the hall. It is lighted from the roof, and presents a light and elegant, as well as an appropriately open, aspect. Besides the apartments specified, there are also class and committee-rooms, and a commodious lecture-room, and the basement is arranged to be applied in supplement of the whole. The building has cost somewhere about £40,000. The foundation stone of the building was laid with great pomp on the 15th April, 1858, and such has been the energy with which the operations have been conducted, that now, in a little more than two years and a quarter, the edifice has been most creditably completed.

CONTENTS OF THE LIBRARY AND MUSEUM.

The library books have been purchased by the Library Committee of the Town Council, and paid for out of a rate imposed, with their own consent, on the inhabitants of the town. The collection of books amounts to upwards of 40,000 volumes, of which many are valuable and standard works; and it is rapidly increasing in the number and importance of the works which it contains. The museum consists chiefly of an admirably preserved collection of objects of natural history, bequeathed to the town by the late Earl of Derby, to which, however, valuable additions have since been made, partly as purchases and partly as donations. The two institutions have now been united through the princely liberality of Mr. William Brown, whose name will be honourably associated with the public benefactors of his country.

At a meeting of the working classes preparatory to the presentation of the Free Library and Museum, the following address was presented to Mr. Brown:—"Sir,—On behalf of the working men of Liverpool we respectfully present for your acceptance—First, a silver shield bearing upon it a view of that temple of civilization which you so generously purpose handing over to your townsmen to-morrow; Second, we hand you a clock, which, while it chronicles the progress of time, will, we feel assured, never indicate that hour in which the name of William Brown will cease to be held in reverential estimation. These emblems will not, we trust, be estimated with reference to their intrinsic worth, but as an indication of the gratitude to which we feel you are so justly entitled. We hope that the institution will confer upon the town all those intellectual and inestimable advantages which it has been your object to secure; and desire that you may be spared among us for many years to witness the fruits resulting from your own good works." Inscription—"This testimonial, the result of a small subscription collected by the working men of Liverpool, was presented to William Brown, Esq., on the occasion of the opening of the Free Library, as an earnest of their grateful and sincere appreciation of his magnificent gift to the town to which they belong."

CEREMONIES OF THE INAUGURATION OF THE FREE LIBRARY.

The proceedings connected with the inauguration of the Liverpool Free Library and Museum took place, Oct. 18th., commencing with a levée in the Town-hall, at 10 o'clock a.m. Here the distinguished visitors and other parties invited to take part in the ceremonial, assembled to meet Mr. Brown. A joint address was presented to Mr. Brown from the Architectural and Archæological Society, the Chymists' Association, the Historic Society of Lancashire and Cheshire, the Literary and Philosophical Society, and the Polytechnic Society; and an address from the Liverpool Chamber of Commerce. While such was the pre-arranged order of proceeding among the authorities and learned bodies connected with the town, the inhabitants at large were neither indifferent nor inactive participators in the general rejoicing which evidently pervaded the minds of all ranks. All the chief streets in the town were decorated with flags and festoons, and those streets through which a procession which had been determined on was to pass were bedecked in the manner stated to an extent which almost bordered on prodigality. By a tacit understanding, business of every kind which could be dispensed with, without direct public detriment, was suspended, the shops were closed throughout the day, and all classes paid homage to the occasion by holding a holiday.

A procession was formed for the purpose of escorting his worship the Mayor to the new library in Shaw's-brow, where, as representative of the town, he was to be presented formally with the deed of conveyance by which Mr. Brown was to transfer the entire property in the noble edifice to the public of Liverpool. This procession consisted of a strong brigade of the Fire Police, boys from the school frigate Conway, and seamen from Her Majesty's ship Majestic. These were followed by between 3,000 and 4,000 men of the Volunteer Corps. To these succeeded the boys in uniform from the Royal Institution, industrial schools, Orphan Asylum, Bluecoat School, and Liverpool Institute. These were followed by the magistrates, Judges of the County Court, Town Councillors, Aldermen, regalia and officers of the Corporation, an open carriage and four, containing the Mayor, the Recorder, Mr. W. Brown, and his brother Mr. J. Brown; the Mayor's State carriage, containing the Lord Bishop of Chester, the Archdeacon of Liverpool, the Rector of Liverpool, and the Town-clerk; the Mayor's chariot; invited guests in open carriages; the clergy and ministers of all denominations, deputations who have presented addresses, members of literary and scientific institutions, commercial associations, townsmen generally, police. The line of procession fixed on was an extensive one, and the windows on both sides of the street through which it passed were densely filled by elegantly attired ladies, who waved their handkerchiefs. At numerous points throughout the line Lord Brougham and Mr. Brown were loudly cheered, as were also the Collegiate Cadet Corps and the other groups of schoolboys, who seemed especial favourities of the ladies. After completing the circuit prescribed for it, the procession halted in front of the new library.

PRESENTATION SPEECH BY THE DONOR.

An immense concourse of people assembled in the neighbourhood of the new building. When Mr. Brown, accompanied by the mayor, made his appearance on the platform erected in front of the building, cheer and cheer greeted him, the applause was again and again renewed, and the most enthusiastic demonstrations of acknowledgment were tendered to the donor of the handsome structure on which he stood. The acclamations of the people having subsided, Mr. Brown said,—Mr. Mayor, my lords, ladies, and gentlemen; When I look around and see the immense assembly that have met to celebrate the opening of the free library and museum this day, it is a most gratifying spectacle. It shows the deep interest that is taken by the public in the provision that is made for putting invaluable treasures within the reach of those who have not the means of providing libraries for themselves. Although it was not contemplated by me when this building was commenced that its usefulness could be extended further than the library and museum, fortunately it is not now limited to those objects alone. The five learned societies of this town have applied for such accomodation within these walls as will from time to time enable them to bring forward for inspection such models and new inventions and discoveries in the arts and sciences, or illustrations of antiquity, as may be deemed worthy of public notice and useful for instruction. Having the co-operation of these gentlemen under the same roof with the library and museum will add to the value and usefulness of these establishments, not only to the present, but to future generations. All gentlemen who visited the library when in Duke-street must have been struck with the large and constant attendance that they found there of our hard-working and industrial classes in confined and badly ventilated rooms. It created the necessity of providing for them more ample and better accommodation, which this building will for a time afford. But I look upon it as merely the nucleus of much larger premises that will be required to furnish the necessary accommodation, as the taste for reading is happily on the increase. By an Act of Parliament we are able to collect about £6,000 per annum for the support of the botanic gardens, the library, and museum—I should rather say the libraries, for there are two circulating libraries connected with this centre. And the books that are called for at those establishments are about 13,000 volumes per week. Our whole stock at present is about 36,000 volumes, but provision is made for 120,000. And it is pleasing to observe that the class of books that are called for is becoming of a higher standard and calculated to afford instruction. It is very honourable to the readers that the books are taken care of and regularly returned. There is scarcely an exception to this rule. Considering that this is one of the largest shipping ports in the world, and that we have vessels trading to every part of the earth, there are great opportunities for adding to the museum much that is valuable. Collections made by masters of vessels and other gentlemen are frequently lost to the public for want of suitable places of safety to keep and preserve them. The town is greatly indebted to Lord Derby for the large and valuable collection of subjects of natural history which he has presented to it; and it is a source of great gratification to me that the museum is united with the library under this roof. I should also mention that a very useful appropriation has been made, for the present at least, of a part of the basement story, which could not be made available for either the library or museum, and which does not in the least interfere with either. It is used as a place of deposit for the carbines of two companies of artillery volunteers, and also to teach the men their drill. These will instruct the men to handle those weapons to defend this library and other institutions of our country, should ever our soil be desecrated by a foreign foe. By the library we shall be enlightened and informed how the various nations of the earth are governed, and every man who thinks at all will be convinced that our constitutional Government is the best in the world, and that

when danger looms in the distance it is our duty to ourselves, our country, and our Queen, to be prepared to meet it. I have been looking forward for some time to the present occasion, when everything connected with this establishment would be placed under the parental care of the corporation. That day has arrived, and I have now the satisfaction of proclaiming that the library and the museum are open to my fellow-townsmen and others, be their religion or politics what they may. This is the neutral ground. To see this building consecrated to public good is most gratifying to me, and consummates my utmost wishes and desires. To you, Mr. Mayor, I now deliver it over, for the perpetual benefit of the public, and especially my fellow-townsmen, earnestly wishing that prosperity, happiness, and every other blessing may attend you one and all.

The Mayor said he considered it one of the highest honours which had devolved upon him during his mayoralty in taking part in the proceedings connected with the opening of the noble building which Mr. Brown had just presented to the town for the purposes of a free library and museum; but he knew well that Mr. Brown required no thanks at their hands, for he had the far greater feeling of happiness in his own mind. His worship, after congratulating Mr. Brown and the town generally upon the completion of the noble institution, said he on behalf of the aldermen and burgesses accepted his princely gift; and tendered him, as their official representative, a gold medal, which on one side bore a portrait of himself (Mr. Brown,) and on the other a view of the building.

Mr. Brown having briefly acknowledged the present,

Lord Brougham said that in the view of facts and deeds, words and eloquence were of no avail whatever. They had the greatest eloquence that man could boast in the fact and deed of Mr. Brown's gift, not only to Liverpool, but to the world.

The Bishop of Chester, said he would never shrink back from joining, even with the feeble power of his voice that day, in doing honour to William Brown for his munificent gift to the town; and he could assure them his heart had been lifted up in prayer that the building might have God's blessing, and that it might fulfil every object of social improvement for which it was designed. He hoped whatever the working classes and others might read in that library, the books would have the effect of enlightening their minds with true knowledge, and foster in their hearts sentiments of humanity, patriotism, liberty, and obedience; and that in this way it would be [illegible] to come.

Mr. James Brown, brother of the donor of the building, having briefly spoken, Lord Brougham said it was a testimony, in the first place, to the good government of the town, and in the next place to the police; but, above all, it was a testimony to the people themselves that 400,000 persons of all ranks and of all ages had been gathered together, and without one single, not merely breach of the peace, but without one single word, or motion, or sign of discontent or ill-humour. He had seen many multitudes—he would not call them mobs (a laugh)—but he had seen many multitudes in his time, but such a sight of order and propriety, of good feeling and good manners, as he had witnessed in Liverpool he had never seen in his life.

The Rev. Dr. Raffles announced that the Local Committee of the British and Foreign Bible Society had agreed to present to the institution a copy of each of the translations of the Scriptures.

Mr. William Ewart, M.P., said that was a proud day for Liverpool to see opened that magnificent building, which, if properly used, would have a permanent civilizing and christianizing effect upon the community. It would scatter the blessings of peace and religion; and in what place could peace and religion more naturally abide than in a great commercial community?

Sir R. Peel, M.P., who was passing through the town, and who was observed among the spectators, said he had witnessed the ceremonies of that day with intense satisfaction and admiration for the character of Mr. Brown. He could conceive nothing more noble and nothing more honourable on the part of a citizen of this country than to find himself the subject of so much well-merited applause from his fellow-countrymen. Recollect this was a period when individuals were gaining distinctions in different parts of the world by the force of arms and military genius; but no distinction or renown was more honourable than that of a citizen who devoted a large portion of his fortune to promote the social well-being of his fellow-townsmen. He hoped this great institution, dedicated to the welfare of the commercial metropolis of England—to the welfare especially of the humbler classes of the district, would tend to promote their happiness and social well-being.

BANQUET IN ST. GEORGE'S HALL.

In the evening a grand banquet was given in St. George's hall in honour of the occasion, his worship the Mayor occupying the chair. It was attended by about 850 individuals, and among those present at this banquet, which presented a beautiful *coup d'œil*, were Mr. William Brown, Lord Brougham, the Earl of Huntingdon, Lord Stanley, the Bishop of Chester, Sir J. K. Shuttleworth, Sir James E. Tennant, the Hon. Algernon Egerton, &c. There were also about 150 ladies present.

The usual loyal and constitutional toasts having been proposed from the chair, and duly honoured,

The Mayor said the next toast on the list was one which he felt peculiar pleasure in proposing. It was that of the health of the respected guest of the evening. (Cheers.) The town of Liverpool had that day received from Mr. Brown a gift which in the annals of the town was unequalled in munificence. Gifts were of various kinds, and in general these are more or less estimated in value by the benefits they will confer on the community. Received in this light, we prize highly, and are entitled to prize highly, the wisdom and liberality of that gift which will to all time associate the name of William Brown with the most liberal benefactors of our town. (Cheers.) It is, continued his worship, at once my duty and my pleasing privilege, to inaugurate this evening the marble statue representation of Mr. Brown which now adorns this hall. It, by a happy adaptation of the sculptor's art, presents us with the likeness of that venerable and benevolent gentlemen to whom we owe the occasion of our present meeting. It is not that we of the present generation require to be provided with his likeness that is engraven on our hearts (cheers)—but it is desirable that we should be able to transmit to our children and our children's children a faithful likeness of their fathers' friend. (Loud and long continued cheers.)

THE DONOR'S VIEW OF THE VALUE OF PUBLIC LIBRARIES.

Mr. Brown, on rising was received with deafening cheers, which continued for some time. On silence being restored he proceeded to say,—I have looked forward with some solicitude to the period when we should be able to open the Free Library and Museum, and I assure you it has given me very great pleasure this morning that my wishes have been fully consummated in my being able to hand it over to my friend, our worthy Mayor, to be placed in the hands of the corporation, a permanent body, which secures to it the advantages of the management and control in perpetuity of gentlemen whom my fellow-townsmen from time to time are pleased to elect for the superintendence and regulation of our local affairs. Although it is impossible for me to feel otherwise than gratified at the general approbation that my conduct has met with, considering the position in which Providence has placed me in this increasing and prosperous community, I have done nothing more than what I considered my duty in giving assistance to build the museum and library. When the representatives of my fellow-citizens deemed it right to ask me to sit for my portrait, and that marble statue now presented to your view, and when numerous addresses were presented to me from various literary, scientific, religious, scholastic, and other learned societies, so totally unexpected and unlooked for, they were really almost enough to turn my head. I, however, trust and hope that I have had ballast enough to maintain my equilibrium, and that those honours have neither made me presumptuous nor vain. Although my mind is not stored with that literary lore which is possessed by many of the noblemen and gentlemen present, and although I have not the tact, the talent, nor the memory to bring forward such arguments and illustrations as will impress upon the minds of all the inestimable value of knowledge, I, nevertheless, feel strongly that the cultivation of our intellects by every means in our power contributes to our happiness and makes us more respected and more useful to those around us. Idleness is the greatest misfortune that can befal any man; but those who are fond of reading, if they have no other pursuit, never can be idle. We ought to encourage boys to read well-selected, moral, and amusing books. It is of much importance, as it leads them to look to biography, travels, and history, and paves the way to a taste for the arts and sciences, every step in which gives pleasure and prevents listlessness and idleness. The want of invigorating and rational amusements at proper seasons, and useful employment, too frequently leads to immoral and vicious pursuits, and I think we must all feel that a well-selected library aids in preventing these evils. No matter in what position in life a man's lot is cast, the better informed he is the more he is respected, and the more he influences the circle around him. What would the power and social position of England be without our commerce? Where would commerce be without some knowledge of political economy, the aid of the chemist, the botanist, the mechanic, the engineer, and others, who, with persevering industry, cultivate the arts and sciences? Civilization is greatly indebted to those gentlemen. Without their aid we should be little better than the untutored Indian, who lives from day to day on the precarious resources of the forest, and who knows nothing of the comforts and conveniences of a civilized life. When I had the honour of addressing you in this hall, on the day of laying the foundation stone of the library, I expected we were on the eve, through the means of the Atlantic telegraph and science, of being brought into hourly communication

with the Western World. The problem has been solved, which is an important fact, of our having sent messages 2,800 miles through the Atlantic Ocean, as 300 communications were made between the New and Old World by the servants of the company, before the cable, from some cause or other, was so injured that it gradually ceased to speak. I still hope, as experiments are being made by the united talents of America and Europe, we may soon find a cable that will meet the duty it has to perform, and enable us to communicate with our transatlantic friends as rapidly as we do with those in London or Edinburgh. Every day is bringing to light some new discovery. Had we possessed the knowledge fifty years ago, which geologists have now acquired, many bitter disappointments would have been prevented, and much treasure have been saved, in looking for coal and other minerals where none are to be found. I am sanguine that the library and museum, from the valuable works which will be found there, will contain information that will prevent much loss of time and many of these disappointments to our thoughful and inquiring people, as there they will have an opportunity of referring to the specification of all existing patents, and more or less information on every subject interesting to mankind. And the five literary and scientific societies, which have grafted on the museum in the course of its erection, cannot fail to turn to the best account the knowledge that is contained within its walls.

THE NECESSITY AND ADVANTAGE OF EDUCATION.

The great advantage of education is shown in every movement of our lives. Officers of the army and militia, whose duty it is to inspect the drilling of uneducated recruits, are very much struck with the rapid progress that educated volunteers have made in the knowledge of their duties in so short a period. The time has happily gone by when it was considered dangerous to instruct the people. Nothing is more satisfactory than to see how knowledge enables the labouring classes to understand and appreciate the advantages that they and their country derive from improved machinery. The more we are instructed, the more we value the advantages we possess over every other nation, and the less we are exposed to any misunderstanding among ourselves. Every day we live we see the importance of putting within the reach of the masses the means of getting instruction. It is a most important element in securing to us the freedom of the press and of discussion, and that knowledge which is necessary to amend our laws and to convince all of the advantages of a constitutional Government; I do not believe that there ever was a period in the history of this country when we were a more united people, and more determined to support the honour and dignity of the nation and the stability of the throne, now occupied by our virtuous and illustrious Queen, who sets a good example to every crowned head in the world. Mr. Brown then proposed as a toast, "The House of Stanley," and in doing so expressed his regret that the head of that house, through serious indisposition, was unable to be present. The toast was drunk with loud cheering.

Lord Stanley, in rising to respond to the toast, was hailed with loud and continued applause. When silence was obtained he proceeded to say, that he felt great pleasure in returning thanks for the honour which had been done to the house of which he was a member. If anything could add to the value of the compliment it would be from the circumstance of its having been proposed by a gentleman whose proud public position all envied. He need not make his father's excuses for absence, for all knew the reason of that absence. Ill as he had been, however, he could assure all present that no one felt more cordially in sympathy with the objects of this meeting, or with more cordiality applauded the purpose for which Mr. Brown had devoted his energies. (Cheers.) Long before the subject of a public library was mooted, and while the late Lord Derby was busied in collecting specimens of natural history, which in their collected form now held a place in the building, the gift of which to the public they had inaugurated that day, it had been a subject of deep consideration and of cordial agreement between him and his immediate successor as to its immediate destination. Both had agreed that no place was so fully entitled to the advantages to be derived from such a collection as the town of Liverpool, to which the House of Stanley owed so much. The carrying out of the intentions connected with that institution in its fullest extent had devolved on others, and he was proud to find that it had devolved on one of Liverpool's townsmen.

Mr. Bagley, M.P., proposed as a toast "The House of Lords and Lord Brougham."

Lord Brougham, on rising, was received with a perfect storm of cheers and applause. On its subsidence his Lordship proceeded to say he felt fully persuaded of the absolute necessity of the House of Lords as a means of maintaining that form of government under which alone true liberty can be enjoyed. Some parties complained of the aristocracy; his belief was that without the aristocracy we had no chance whatever of having a mixed constitution which would preserve the liberties of the people.

The Mayor here intimated that a donation towards the library had been received from Mr. Joseph Shipley, a partner of Mr. Brown, to the extent of £1,000. (Cheers.)

Other toasts followed, and at a late hour the party broke up.

II. HARVARD COLLEGE ZOOLOGICAL MUSEUM.

In November last a very fine Zoological Museum (which originated with Professor Agassiz) of Harvard University, was opened at Cambridge, Massachusetts, with appropriate ceremonies. From a Boston paper, kindly forwarded to us, we make the following extracts relating to the interesting event:

CIRCUMSTANCES CONNECTED WITH THE FOUNDING OF THE MUSEUM.

As a preliminary we select from Professor Agassiz's statement regarding the founding of the museum, the following. He says:

When I came to this country in 1846, I had no thought of staying here. I had come upon an invitation of Mr. John A. Lowell, to deliver a course of lectures before the Lowell Institute. I had taken leave for a year and a half from the college of Neuchatel, with which I was then connected, and it had pleased the King of Prussia, at that time Prince of Neuchatel, to grant me the means for a scientific exploration of some parts of this continent. I had not been much more than a year here, when the convulsions which disturbed Europe led me to consider seriously how far it would be advisable for me to return to my native country, or to prolong my stay in America. While I was hesitating, the late Honourable Abbott Lawrence one day called upon me, and explained to me confidentially his plans respecting the foundation of a Scientific School in Cambridge, relating that it would be an additional reason for him immediately to carry out his intention, if I should accept a professorship in that school. I did not feel at liberty to decide before having obtained a regular discharge from the College with which I had been connected for fifteen years. This was, however, granted in the most considerate manner, and in the spring term of 1848 I entered upon my duties as Professor of the Scientific School —a post which I still hold.

One of the most tempting inducements I had for staying in America was the offer to me by the Superintendent of the United States Coast Survey, to avail myself of the facilities afforded by the different parties carrying on the work of the survey, to visit in person the coast and collect the animals living along our shores, with most accurate indications respecting the nature of the bottom on which they are found, the depth at which they occur, and other information for which naturalists sigh, without having frequent means of obtaining them. To these facilities I owe part of the most valuable information I have been able to obtain in my life.

Placed as I was at the head of a new department of public education, I had now to make the necessary collections for my instruction, as none existed in the University; and during my vacations I visited successively, for that purpose, our Southern and Western States, delivering lectures on my way to defray the expenses necessary to make extensive collections, which to me were very heavy, as I never had any thing but what I earn from year to year.

In 1852 the Treasurer of Harvard College obtained by private subscription the sum of $12,000, amounting to the expenses I had thus far incurred, to secure as property for the University the collections I had brought together. With these new means at my command and some additions, obtained in the same way as in former years, I have gone on enlarging the collection until, by a succession of fortunate circumstances, a movement was started to found a public museum.

Nearly two years ago Mr. William Gray presented to our University the sum of $50,000, left by his uncle, the late Hon. Francis C. Gray, to found a Museum of Comparative Zoology, without determining the institution to which it should be granted, but leaving to his executor the final disposition of his generous bequest. With such a basis of operations it was at once plain that the usefulness of the Museum of the University should be extended beyond what had been thus far contemplated, and that perhaps a great establishment might be founded, if the public in general could be interested in it. With this impression, a committee of gentlemen was formed at the suggestion of the committee annually appointed to examine the condition of the Scientific School, and in a surprisingly short time the sum of $75,000 was raised by private contributions, with the view of erecting a suitable building to receive and preserve the collections then on hand.

A munificent grant of $100,000 was also made by the Legislature in accordance with a recommendation of His Excellency, Governor Banks, in his message to the General Court. The nascent institution was thus endowed with $225,000, and it became necessary to organize

a permanent body to administer its affairs. A law was passed to that effect by the Legislature in the summer session of 1859, and an agreement having been entered upon with the corporation of the University, the College ceded to the Board of Trustees their collections and a piece of land of about five acres upon which to erect the building of the Museum, reserving to the Professor of Zoology and Geology the administration of the collections under the direction of a special faculty, while the whole became public property as an independent institution under the direction of the Board of Trustees. * * * *

WHAT A ZOOLIGICAL MUSEUM SHOULD CONTAIN.

I beg leave to make some remarks upon the organization of museums in general. This is the more necessary since, in many respects, ours will differ essentially from all the others thus far completed, and this difference will also explain the name it bears. A Zoological Museum should contain every thing relating to the history of the animal kingdom; but in practice and owing to the circumstances under which our science has reached its present condition, Zoological collections consist chiefly of adult specimens of the animals now living upon earth. The remains of extinct types found as fossils in the strata forming part of the crust of our globe, are generally collected separately and arranged by themselves, or kept in distinct museums, and even united with the geological and mineralogical cabinets. This should not be, and every year makes it more urgent that the collections of fossils should be combined with those of the animals now in existence, as they cannot be accurately indentified without a direct comparison with one another. Some of the most mistaken views now prevailing in our science would long ago have been abandoned, did the great museums now existing contain such combined collections of fossil and living animals. * * *

COMPARISON WITH SIMILAR MUSEUMS IN EUROPE.

I have often been asked how our museum now compares with similar institutions abroad? To answer this question with precision, I may be allowed to say a few words of the different kinds of zoological museums now existing. In Europe every University has its scientific collections, generally limited to the wants of the Professors in their courses of lectures, and therefore more or less extensive and arranged with more or less care in proportion as the teachers themselves are more or less eminent in their scientific attainments. Besides these University Museums, there are scientific collections in most of the large cities, the best of which are in those capitals which are at the same time the seats of Universities, as Berlin, Vienna and Munich, with which Frankfort may compete, though it has no University. Above all these stand the Jardin des Plantes and the British Museum, both on account of their extent and their scientific importance. And yet it should not be forgotten that now and then private individuals have succeeded, by an exclusive devotion to some one special subject, in making special collections unrivalled by the great public museums. Such is the collection of shells of Mr. Cummings in London, and such was the collection of birds of Temminick before it was incorporated in the Museum of Leyden. Now I can fairly say that we have outrun all the museums of the European Universities, excepting those placed in large capitals, and that among these we would probably occupy the ninth or tenth place, but we are still at an immense distance from the two greatest museums now existing; even though for the class of fishes I am sure we have only two superiors, and probably none for that of Echinoderms and Corals. If we are ever to gain any further advantage over other museums, I see only two ways of doing it—one is to buy up the special collections made by private individuals, which may be for sale from time to time, and the other to send able explorers to parts of the world thus far little known, which may be done very cheaply in furnishing the means of travel to young enterprising naturalists. * * *

POSITION OF SCIENTIFIC MEN IN AMERICA.

Now, gentlemen, the position of men of science in this country is not what it should be. I do not say that they do not enjoy all the privileges of all other citizens; they do enjoy them fully, the recognition science receives among us is gratifying in the highest degree. But how is it abroad? Singly the men who have distinguished themselves receive due distinctions, but they feel themselves isolated. They stand in the position of men with liberal ideas forced by circumstances to remain in a country destitute of free institutions. Such men may within their own souls live the life of the free, but their acts are doomed to be in accordance with the institutions of the land. So it is with our scientific men,—they must look to Europe for their reputation, because the institutions with which they are surrounded are not on a level with their own scientific attainments, they may be hailed abroad as men deserving recognition and receive it, but that recognition is not carried across the ocean as a natural consquence of a position earned at home. If you will free your best men from that tantalizing position, raise your scientific institutions to a level with the foremost in Europe, that the American man of science may have the satisfaction of knowing, when visiting the Old World, that he is backed by the institutions he leaves at home. In so doing, you will gain another advantage—that of freeing yourselves from the importunities of those pretenders in science who surround themselves with a fictitious reputation, made up of newspaper articles, and supported perhaps by a correspondence with some tenth-rate scientific men in Europe, whom nobody knows in their native country. But these are, after all, subordinate considerations; for the intellectual world everywhere finds its natural level, and science is not knit with national prejudices. The founding of scientific institutions of the highest class is a worthy object for the ambition of an enlightened nation, and such institutions should be supported merely on the ground that they are an unmistakeable sign of a higher culture. It is to science the world is indebted for a growing insight into the forces of nature—to it we owe the first glimmerings of the light illuminating the plan of the creation. The revelation which is dawning upon mankind from the study of the phenomena of nature cannot fail to bring his intelligent children nearer to their Creator. What more elevating inducements could be mentioned to foster such studies? And America has a rising generation of scientific students eager to enter into the race for the advancement of knowledge. The means wanting to reach such a result are few and simple: encourage scientific explorations in every part of the world, provide for the means of publishing the results so obtained, secure to your country the scientific collections of eminent men whom unfavorable circumstances may induce to part with their dearly earned and precious harvest of specimens, and never leave a useful undertaking to languish from want of support. To my young friends I would give a last advice: be industrious, be patient, and do not snatch at a crown before you have fought and won your battle!

EXTRACTS FROM PRESIDENT FELTON'S ADDRESS.

Cornelius C. Felton, LL.D., President of Harvard University, delivered an address, from which we make the following extracts:—I cannot but regard this occasion as most auspicious to the progress of knowledge, not only in our country, but in the world. The members of our University justly consider the founding of such a museum as a great event in the history of Harvard. No doubt it will increase the means of intellectual cultivation enjoyed by the University to a large extent, and in a department of the highest interest and importance. They rejoice in its achievement, not only for this reason, but chiefly on account of its larger relations to the commonwealth and to mankind. They see in it a means of drawing hither ardent and aspiring youth, fired with the sacred love of Nature, who shall in due time go forth bearing with them over the land the lights of science. They see in it the means, under the noble provisions of the law, of acting directly upon the public and popular instruction of the State, by opening its priceless treasures, and the living lessons of master minds—present and future—to the great body of Massachusetts teachers, men and women. They see in it the means of adding day by day to the sum total of the world's knowledge. * * * A museum of Comparative Zoology is a chapter in the history of Creation. It is a significant, though accidental, fitness of arrangement, that this establishment stands front to front with the Theological School of the University, God's Word and God's works mutually illustrating each other. We accept the omen: it is propitious to science, morals, religion. The University was consecrated in the beginning to the Truth, as the highest aim of education. Science, letters, art, Christian morals and manners, come within the generous scope of the founders, and the noble array of benefactors who have built it up to its present height of usefulness and renown. The laws of nature and the forms of life, no less than the messages of prophets and the evangels of apostles, are revelations of God, to be reverently studied by man.

EXTRACTS FROM THE ADDRESS OF HIS EXCELLENCY GOVERNOR BANKS.

The keys of the museum having been delivered to the Governor of the Commonwealth as President of the Board of Trustees, by Dr. Bigelow, Chairman of the Building Committee, he spoke as follows:—Mr. Chairman,—I am authorized to accept the keys of the museum, as the symbols of the legal possession of the building on the part of the Board of Trustees. * * * To investigate and determine the circumstances and conditions of animal life; to dissect and compare the organs, through the agency of which animals exist; to trace their effects upon the habits, capacities and destiny of the creatures themselves; to arrange them in groups upon principles of similarity of structure and function; to ascertain the laws that regulate their distribution over the earth's surface; to show the services they render and the uses they subserve in the

general economy of nature; their adaptation to purposes and their possible contribution to the necessaries and luxuries of domestic life; their importance to commerce, manufactures, and arts; and the advantage of this species of knowledge in every department of education—these things constitute a branch of natural science that challenges attention, that justifies labor, and compensates for great individual sacrifices and large public expenditures. * * *

DEFECT IN THE METHODS OF SCHOOL AND COLLEGIATE INSTRUCTION.

It is hardly to be denied—and it were scarce an advantage if denial were possible—that a feeling is creeping upon the minds of men and scholars, not merely of indifferent but interested men, that our methods of school and collegiate instruction are not in all respects best calculated to develop the superior qualities of body, mind, or conscience. It is a problem as ancient as civilization, whether acquired or native powers are more valuable, and the policy and theory of education or non-education are sometimes made to depend upon suppositious advantages of one or the other of these powers. A similar diversity of opinion grows out of what is called self-culture, as compared with that conferred by educational institutions; or, in other words, that which comes early in life, with most favored opportunity, or that which comes limping later, with such advantages only as accident vouchsafes. It is error, in my judgment, that identifies education exclusively with acquired information, or contrasts acquired capacity with natural powers, as evincing the utility or non-utility of scholastic institutions. That men may misapprehend its nature and abuse its privileges is apparent. To regard mere acquisition of fact, the treasures of attainment as education; to seek the culture of the mind at the sacrifice of bodily vigor; to estimate memory as the equivalent of the powers of observation, analysis, and the faculty of reason; to consider, because a young man has won collegiate honors, and is therefore qualified for every pursuit of life, useful or ornamental, that he is for that reason disabled for any pursuit, except a few overcrowded professions, is both to misapprehend the nature and abuse the privileges of true education. But these things, so common among us; so correctly demarcating the line between what is called self-education and other education, if such a thing were possible, are no more the result of a true system, than—to borrow a bill of fare from Emerson—"the flesh of dried grass and the broth of old shoes" constitutes high living. The error, rather of practice than of theory, is that we identify education with attainment, and rely almost exclusively for instruction upon the contents of books. It is assumed that students know something because they are taught that other men know something. Men think they see, when in fact they are only looking on. If the acquisition of facts were the exclusive object of education, books would be a safe reliance, provided that the first men were authors. But in our age, the first men make newspapers, steam engines, arguments, street railways; they plant cities, command armies, give new powers to empires, solve problems of life and death, have little time to read, much less to make books. I welcome the creation of the museum because it opens to its students the book of Nature. Reading and writing are important to them because they are enabled thus to ascertain what was known before them, and to record their own discoveries and additions to the stock of human knowledge. Observation and comparison are their reliant powers. When a student contemplates a naked stone placed in his hand until he is able, by study, to discover its laws and analyze its character, new faculties of mind are given him which our theories of education never contemplated.

Mr. Kohl tells us of a picture in one of the Florentine galleries, which represents a monk seated in one of the cells of a monastery, intently gazing upon a black letter volume, his hands resting upon its pages. Not a ray of light makes darkness visible, until, from intensity of study alone, from his finger's end gradually breaks a faint glimmer, which gradually strengthens, until the black letter page returns the reflection, the folds of his garment become translucent, and the cell is filled with the light of his intellect. This is education—the education of the faculties. It proceeds from the student to the work, and does not come from the book to the man. An institution in which this theory of instruction is daily practised, which is frequented by students of the University and teachers of the Public Schools—which cannot fail to become the model of scientific establishments on this continent, and will equal, if it does not surpass, the renowned Museums of Europe—must renovate the customs of other institutions, and contribute to establish the true theory of mental culture. Its pupils—like Humboldt and Agassiz, Fremont, Arago, and Bache—will become a part of the scientific and intellectual development of the age, and each become in his time a type—

> "The first fiery soul
> That makes a low name honorable,
> They who take it by inheritance alone,
> Adding no brightness to it,
> Are like stars seen in the ocean,
> That were never there but for
> Their bright originals in heaven."

From such a system of education, pervading families as well as colleges and schools, we may hope to attain the highest advantages of popular intelligence—accustomed to contemplate the subtleties of nature, which, as Lord Bacon says, "so far exceed the subtleties of sense and intellect;" our scholars will avoid the errors of the scholastic age, and our people escape the quicksands of prejudice and error that have swallowed so many of our predecessors. Our reliance is in the virtue and intelligence of the people, and not in constitutions nor in schools, nor in great men, alone.

Rome had her orators and her statesmen. Greece had her academies of learning and her schools of philosophy. Erudition poured forth her treasures to the multitudes in the groves and public walks. Philosophy unburdened her mind of its richest stores, in the streets and in the forum. The great of the age, Homer, Demosthenes, Cicero, Cæsar, answered in person the many-voiced call, and spoke face to face with the giant multitude. They had their constitutions and their laws, whose theoretic simplicity won the emulation of ages. The sister arts, poetry, and painting, music and sculpture, hand in hand with the lore of the schools and the progress of the sciences passed from perfection to perfection, approaching the standard of ideal excellence and transcending the fame of after ages. Yet Greece and Rome, as free governments, lasted but for a day. The fair form of a fictitious Republic arrayed in the panoply of freedom—adorned by the elegancies of the arts and protected by the supernatural powers of their philosophy—could not long withstand decay. The frail but beauteous vesture could not hide her mortality. The edifice had no sufficient foundation. The vesture of the people—the soul—was wanting. Who does not pray that America may escape a like desolating end? Who does not welcome an institution, in the benefits of which so many participate, that opens new avenues and new methods for the discovery of the truth? * * *

As President of the Board of Trustees, by virtue of the office I hold, one of the most satisfactory acts of my administration, in the name of the trustees representing the Commonwealth, the University, and the donors; in the presence of this assembly, I dedicate the Museum to its uses and the cause of Natural Science! May it enlist the continued support of the wise and the affluent! May it promote learning, and strengthen the Christian faith! May it honour the cause of Science, the Commonwealth of Massachusetts, the Institutions and People of America!

III. BOTANICAL SOCIETY OF CANADA.

EXTRACTS FROM THE ADDRESS OF THE REV. DR. LEITCH, PRINCIPAL OF QUEEN'S COLLEGE UNIVERSITY, KINGSTON.

At a meeting held in Kingston on the 7th of December to organize a Botanical Society of Canada, an address was delivered by Rev. Dr. Leitch, (the newly appointed Principal of Queen's College) from which we make the following extract:—"Universities (he said) do not discharge all their functions by merely teaching the acknowledged truths of literature and science; it is a part of their duty to organize and instigate original inquiry in the different departments of knowledge. Systematic research must not only be directed, but, to a large extent, carried out by the personal labour of those who are connected with Universities. This is especially the case in a comparatively new country, where amateur labourers are few, and scientific appliances not generally available. In a new country the prosecution of scientific research is needful, for various reasons; we have here commenced at the right point. Industrial production and commerce are all-important to a new country; and botany, as now pursued, yields to no other science in its bearings on field industry and other useful arts of life. The country, too, is comparatively unexplored. * * * In old countries a botanist may long pursue his studies, not indeed without great benefit to sciences, but without having his labours rewarded by meeting with anything new, with plants that had not been collected and described by his predecessors in the science. But here there is room for new discovery; the student may go forth to the woods, and hope, sooner or later, to set eyes upon a plant which no human eye has seen before. His name, it may be, will become associated with it, and thus a permanent record of his discovery will be inscribed in the book of science. All sciences have not such advantages; some have not the same direct appeal to commerce: some may be as well pursued in other countries as in Canada, and thus do not present the same attraction to the Canadian resident, who desires to extend the sphere of knowledge. An Astronomical Society, for example, would not have the peculiar advantage of a Botanical Society in a country like this. Referring to the interest manifested in the object of the meeting, Dr. Leitch alluded to the early history of the scientific societies in other countries. The Royal Society of London and other leading scientific institutions in Europe began at an early period, under humble auspices, and with unambitious objects. They gradually increased as science progressed, and a taste for it diffused;

and so it will be with the Botanical Society, if we do not at the first attempt too much. It may be said that now is scarcely the time to commence a Botanical Society, that the country is not yet far enough advanced, that botany is not sufficiently studied, to warrant the establishment of a Botanical Society. It is true that botany has been neglected in this country. But there is a patriotic feeling rising up in Canada, which is especially strong in the youth of the province, and every well-wisher of Canada must be delighted to see it. Here then is an opportunity, by the establishment of this Society, to wipe off a reproach that has long hung over the country, by prosecuting a path of research that has been neglected. The proper method, then, is to begin early, to engage in the work, and the Society will progress, increasing not only our botanical knowledge, but fostering the taste for its study. Thus, as the science progresses among us, the Society will extend, so that we may hope in time to see the germ which we this evening cast into the soil grow up into a goodly tree, spreading its branches over the length and breadth of Canada, which is yet destined to be a great country.—See page 14.

EXTRACTS FROM THE ADDRESS OF PROFESSOR LAWSON.

After referring to the prosecution of botanical science as at a low ebb in Canada, he said: At the close of the eighteenth century only five dissertations on botanical subjects had been published by the whole medical graduates of the great continent of America. Since then the indefatigable labours of such men as Michaux, Torrey, Harvey, Curtis, Boott, Engelmann, Tuckermann, Sullivant, Lesquereux, and especially of one whose name and fame rise above all the rest, Asa Gray, have brought our knowledge of the botany of the United States on a level with that of the best botanized countries of Europe. The Flora of Canada has also been elaborated since then by one who still presides over the destinies of botanical science, not in England alone, for the authority is recognized wherever the science is pursued. But during a period of nearly thirty years very little has been added to our published knowledge of Canadian botany. Information respecting our indigenous plants must still be sought in the work of Sir William Hooker, issued from the Colonial office in England in 1833. That work, founded as it necessarily was, on dried specimens carried home by passing travellers, afforded to the botanical world an admirable example of how much could be made out of slender material when in good hands. Unimpeachable as a work of science, unsurpassed in the whole range of botanical literature in the accuracy and beauty of its illustrations, the *Flora Boreali-Americana* afforded the means of developing still more fully a knowledge of the Canadian Flora. The North American Flora of Torrey and Gray, and the Manual of the Botany of the Northern States, afforded additional temptations to the pursuit; but advances have not been made commensurate with the advantages that were offered; we have still, therefore, the singular anomaly of a country distinguished by its liberal patronage to science, dependent for its information respecting its native plants on the descriptions of specimens culled by early travellers. * * * We already possess in Canada several important scientific societies in active operation. While the Canadian Institute is of a comprehensive character, embracing all branches of science, literature and philosophy, the special department of geology is amply cultivated by the Natural History Society of Montreal, which has also, however, made valuable contributions to zoology and botany. In addition to such institutions as these, we have, of still more special character, the Government Geological Survey, which has been instrumental in carrying out investigations of the greatest importance to the country, whether their results be viewed as intellectual achievements or as contributions to material industry. It is proposed that our Society shall have for its object the advancement of Botanical Science in all its departments,—Structural, Physiological, Systematic and Geographical; and the application of Botany to the useful and ornamental arts of life. * * *

IV. THE EDUCATIONAL MUSEUM, UPPER CANADA.

From the Report of the Chief Superintendent of Education for 1860.

This Educational Museum is founded after the example of what is being done by the Imperial Government as part of the system of popular education—regarding the indirect and scarcely secondary to the direct means of training the minds and forming the taste and character of the people.* It consists of a collection of school apparatus for Common and Grammar Schools, of models of agricultural and other implements, of specimens of the natural history of the country, casts of antique and modern statues and busts, &c., selected from the principal museums of Europe, including busts of some of the most celebrated characters in English and French history; also copies of some of the works of the great masters of the Dutch, Flemish, Spanish, and especially of the Italian schools of painting. These objects of art are labelled, for the information of those who are not familiar with the originals, but a descriptive historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated, "that the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people; and the opinion is, at the same time, strongly expressed, that as "people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals," it is desirable even in England, that those who have not the opportunity or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaelle and other great masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction, is in part the result of a small annual sum, which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of school grants, for the purpose of improving school architecture and appliances, and to promote arts, science and literature by means of models, objects and publications, collected in a Museum, in connection with this department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears, from successive Reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds, in drawing, painting, modelling, &c. A large portion of the contents of our Museum has been procured with a view to the School of Art, which has not yet been established, though the preparations for it are completed. But the Museum has been found a valuable auxiliary to the Schools; the number of visitors from all parts of the country, as well as from abroad, has greatly increased during the year, though considerable before; many have repeated their visits again and again; and I believe the influence of the Museum quite corresponds with what is said of that of the Educational Museum in London.

* See my Annual Report for 1857, in which is a full detail of what is done in England in this respect.

V. ACADEMY OF ART, ST. LOUIS.

As showing the flourishing state of Art in the West, it may be stated that the Western Academy of Art, in St. Louis, has just completed a gallery for its accommodation, and opened an exhibition of nearly five hundred works of art.

VI. LIBRARY HALL AT THE CAPE OF GOOD HOPE.

While at the Cape of Good Hope, Prince Alfred laid the foundation stone of the Sailors' Home and inaugurated a new Library-hall, where Sir George Grey delivered an address, which was answered on the part of the public by the Attorney General.

VII. CATALOGUE OF FRENCH MUSEUMS.

A catalogue is being made by authority, of all the objects of art in the numerous French museums and palaces. The number already reached amounts to 40,000. A second catalogue is to follow of the paintings and sculptures in the public buildings of France—churches, convents, hospitals, town halls, &c.

VIII. MUSEUM OF ANTIQUITIES IN EGYPT.

The Pasha of Egypt is establishing a magnificent palace, built of French cast iron, for a museum of antiquities, to be filled with relics of antiquity found in Egypt, in the execution of which 2,500 men are now employed under the direction of Mariette, the French archæologist.

IX. INTERESTING EGYPTIAN DISCOVERIES.

Dr. Simonidez announces the discovery in the Egyptian Museum of Liverpool, of the following papyrus manuscripts:—

1st.—A portion of eight chapters of the Book of Genesis, written on papyrus in the Alexandrian style of Greek capital letters, which, from the purity of the text, and the quality of the papyrus, (being first class, and that called sacred,) I conclude to belong to the first century before Christ.

2nd.—The Ten Commandments, written in Greek and Egyptian Demotic characters in parallel columns, belonging also to the first century before Christ.

3rd.—The Voyages of Annon, King of Carthage. This MSS., is more correct than any yet known, and bears evidence of being written about the same period as the foregoing, viz.: the century before Christ.

4th.—The first page of a work by Aristæus, written in the first century after Christ.

5th.—A fragment containing a few lines of ethical writings from the Oracles of Zoroaster Magus, of the first century after Christ.

6th.—Fragments of historical writings, author unknown, but very interesting, from the fact that they contain historical and geographical information never yet known. Written about the second century after Christ.

JOURNAL OF EDUCATION, Upper Canada.

TORONTO: JANUARY, 1861.

CALENDAR FOR THE YEAR 1861.

1861.	Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
January...	...	...	1	2	3	4	5
(31 days.)	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		
February..	...	...	...	...	...	1	2
(28 days.)	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28		
March	...	...	...	...	...	1	2
(31 days.)	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						
April.....	...	1	2	3	4	5	6
(30 days.)	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30				
May	...	...	...	1	2	3	4
(31 days.)	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	
June	...	...	...	...	...	...	1
(30 days.)	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30						

1861.	Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
July	...	1	2	3	4	5	6
(31 days.)	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31			
August.....	...	...	...	...	1	2	3
(31 days.)	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
September.	1	2	3	4	5	6	7
(30 days.)	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					
October	...	...	1	2	3	4	5
(31 days.)	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		
November .	...	...	...	...	...	1	2
(30 days.)	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
December..	1	2	3	4	5	6	7
(31 days.)	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				

NUMBER OF TEACHING DAYS, 1861.

County Grammar Schools.

January	19	July	0
February	20	August	15
March	16	September	21
April	20	October	23
May	21	November	20
June	20	December	15
Total	116	Total	94

Common Separate Schools.

January	22	July	23
February	20	August	12
March	20	September	21
April	22	October	23
May	23	November	21
June	20	December	16
Total	127	Total	116

OFFCIAL REPLIES OF THE CHIEF SUPERINTENDENT OF EDUCATION, TO LOCAL SCHOOL AUTHORITIES IN UPPER CANADA.

In continuation of the Chief Superintendent's Official Replies to letters of Local School Authorities, involving questions and proceedings under the School Law, published in former numbers of the *Journal of Education*, we insert the following, which have been selected from hundreds of answers which have been sent out from the Department.*

No. 1. RIGHTS AND DUTIES OF RURAL TRUSTEES.

Regulations in regard to Holidays and Vacations.—No person or persons have anything to do or decide in a school section, as to how long the school shall be kept open, and how much shall be paid the Teacher, and for how long a time, but the *Trustees* who are elected and invested with the corporate powers of the Section, for those purposes.

2. But neither the Trustees or Teacher, nor both together, have any right to over-ride or disregard the General Rules and Regulations authorized by law. It is not, therefore, lawful for the Trustees and Teacher to agree to teach school during the legal holidays or vacation, and to close the school during legal teaching days. No return or apportionment can be permitted for teaching the school on legal holidays; and for every legal teaching day the school is closed, a corresponding deduction must be made in the returns and apportionment. If the returns are not made in accordance with the legal regulations and official instructions, both Trustees and Teacher are liable to fine and punishment for making false returns in order to obtain a larger portion of the School Fund than they are legally entitled to.

3. The legal School year cannot close earlier than the Friday before Christmas.

4. The times and length of the vacations and holidays, and of the teaching days, and the length of the School year, and the number of teaching days each month in the year, are for the benefit of the whole people, and cannot be chopped and modified for the sake of an individual Teacher or Trustees.

5. The legal Regulations do not allow anything to be apportioned to a School for teaching during any of the legal holidays, or to any Teacher for teaching during any of those days; nor have the Trustees authority to levy and collect rates for the payment of a Teacher for teaching on unauthorized days.

6. In the half-yearly returns and in the printed Manual of School Laws and Regulations for Trustees, page 13, you will find the number of legal teaching days during *each month of the year.*

The Saturday Holiday must be observed.—A Teacher is as much authorized and bound by law since May last, to allow the pupils to rest from School every Saturday, as he was before required to allow them every other Saturday. Did he not now allow every Saturday as a holiday, the Trustees might complain of him for not conducting his School according to law, but not if he complies with the law. Both Trustees and Teachers, and all agreements between them, are subject to the law as made or amended by the Legislature.—(See *Journal of Education* for July last.)

Using the School House for Public Meetings, &c.—If there be a provision in the deed of a site on which the school house is built, requiring the Trustees to open it for all kinds of public or religious meetings, then, in case of refusal to do so, applica-

* Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases where so many letters are received (nearly 700 per month) on various subjects.

tion can be made to the Superior Courts, if it be thought desirable, to compel the Trustees to give effect to that provision of the deed. But if there is no such clause in the deed, the Trustees have discretionary power to open or close the house to whom they please, and upon such conditions as they please. Whatever individuals may have *said* at the time of building the house as to the uses to which it might be applied, imposes no legal obligation upon the elected Trustees for the time being.

2. Strictly speaking, the Trustees have no legal power to permit their school house to be used for other than school purposes, but usage has invested them with a sort of discretion in that respect: but if they should abuse their trust, an application may be made by any dissatisfied party to the Court of Chancery for an injunction to compel the Trustees to confine the use of their school house to school purposes, though no mandamus from the Queen's Bench would likely be granted to compel the Trustees to allow it to be used for other than school purposes, unless provision be made to that effect in the deed.

Use of the School House for Night Schools.—The Teacher has charge of the School house in behalf of the Trustees, and has no authority to use the School house other than as directed by the Trustees; nor to make or prevent the use of it at any other time than during school hours, without the sanction of the Trustees. But with the permission of the Trustees, I think it very desirable, whenever practicable, for the Teacher to have a *night school* for advanced pupils, and for those who cannot attend the day school, and for which he could, of course, receive fees from the pupils as in a private school,—allowing duly for the fuel, &c., used in the evening school.

Unauthorized Books—Penalty.—If Teachers employ text-books not authorized to be used in the Schools, such Schools are not entitled to the School Fund apportioned to them, as they are not conducted according to law; nor can any foreign book be used in a School, without such School forfeiting its right to share in the School Fund. The great evil in the country schools in the State of New York, is the multiplication of text-books, according to the fancy of each Teacher or his agreement with some bookseller,—parents being called upon to buy new books as often as they get new Teachers,—an evil which we have studiously guarded against in Upper Canada. Trustees and Teachers should observe that the School Act declares that *no foreign books in the English branches of education* shall be used in any Model or Common School, without the *express permission* of the Council of Public Instruction. The School Act also provides that the Council of Public Instruction shall examine, recommend, or disapprove of text-books for the use of Schools; and further, that no portion of the Legislative School Grant shall be employed in aid of any School in which any book is used that has been disapproved of by the Council.

NOTICE TO CANDIDATES FOR GRAMMAR SCHOOL MASTERSHIPS.—In addition to the subjects heretofore prescribed in the programme for the examination of Candidates for Grammar School Masterships, it may be proper to state, that the first book of Ovid's Fasti was added last year, it is now one of the regular subjects of examinations.

SCHOOL MANUALS.—The School Manual, now passing through the press, will shortly be sent out to the County Clerks for distribution, through the Local Superintendents, without further application to the Department.

BLANK FORMS OF REPORTS.—The Blank forms for Trustees annual and semi-annual reports were sent last November to the Local Superintendents, through County Clerks, as notified in the *Journal* for that month. The blanks for the Local Superintendents own reports have been sent out this month.

XI. Papers on Practical Education.

1. ENGLISH GRAMMAR VERSIFIED.

1. Three little words you often see,
   Are Articles—*a*, *an* and *the*.
2. A Noun's the name of anything,
   As *school* or *garden*, *hoop* or *swing*.
3. Adjectives tell the kind of Noun,
   As *great*, *small*, *pretty*, *white* or *brown*.
4. Instead of Nouns the Pronouns stand—
   Her head, *His* face, *your* arm, *my* hand.
5. Verbs tell of something to be done—
   To *read*, *count*, *laugh*, or *jump* or *run*.
6. How things are done the Adverbs tell,
   As *slowly*, *quickly*, *ill*, or *well*.
7. Conjunctions join the words together—
   As men *and* women, wind *or* weather.
8. The Preposition stands before
   A Noun, as *of* or *through* a door.
9. The Interjection shows surprise,
   As *ah!* how pretty—*oh!* how wise.

The whole are called Nine Parts of Speech,
Which reading, writing, speaking teach.—*Mountaineer.*

---

2. CONDUCTING RECITATIONS—VALUE OF A CENTRAL DEPARTMENT OF EDUCATION.

TO THE EDITOR,—I chanced to see a number of the Lower Canada *Journal of Education*, and taking it up to peruse, my eye lit on a communication upon the subject I have named, which I found originated with the Inspector of Schools. Running it over I found the following topics treated of, viz:

"1. Consider well the natural order of presenting a given subject.
2. Thoroughly understand what you attempt to teach.
3. Neglect not self-preparation.
4. Study your teaching-language, that you may be able to use it fluently and correctly.
5. Endeavour to make your instruction attractive and interesting.
6. Avoid a formal monotonous routine in teaching.
7. Be careful to use language which is intelligible to children, when an explanation is given.
8. Require prompt and accurate recitation.
9. In conducting recitations, the twofold object of instruction and educating children should be steadily kept in view.
10. What you teach, teach thoroughly."

These several thoughts were briefly, but pertinently elaborated. Under the last division these sentences occur:

"Whatever the subject of recitation is, bring all the powers of your mind and those of your class to bear upon it. Dive into the very head of it; and in presenting it to your class go round its entire circumference. But be sure that your class—heart and soul—is going along with you."

I give this specimen only to show the drift and tone of the Inspector's instructions. Coming from any other than an official source they would be received by the profession only as suggestions—to be considered or not as suited their pleasure or convenience. But emanating from the heart of the Department, the moral force of authority is added, which all teachers and subaltern officers are likely to feel in duty bound to respect. However negligent they may have been they are likely to bestir themselves, inquire into their own qualifications, and their manner of discharging their several duties.

The thought has led me to reflect upon the importance of having over our Common School System, an able, earnest, active head—one alive to the mental and moral welfare of our youth, capable of directing the public mind, and able to make his influence for good felt throughout the State. May we not hope that a future of this sort awaits the now dwarfed and famishing Common School interests of this State. The puny efforts of here and there a County Commissioner who knows his duty, and knowing, faithfully labors to do it; and the unsystematic, scattered, and casual labors of a few who love our youth more than gold, can accomplish but little compared with that which may be done under the electrifying and energising influence of an able head, whose powers are wisely devoted to the vitalizing of our public schools.

Will you not call the attention of the public to this matter, and let us have an awakening, a wholesome "revival" upon this subject?

A TEACHER.

—*The Missouri Educator.*

3. ADVANTAGES OF ILLUSTRATION.

These are numerous and important, both to Teacher and Scholar.

1. *To the Scholar.*—Nearly all his faculties may be brought into play through illustration. If your illustration be verbal, he must, before he can comprehend it and make the subject of it his own, use his reasoning powers, his memory being required to retain the knowledge imparted. And here I would remark, that, as the pure verbal illustration requires the use of the conceptive powers of the children, it should seldom be used with young children, without the help of an object to train the perceptive faculties instead of the conceptive, as the too early development of these latter is often injurious to children. In illustrating by diagrams and sketches on the board, you may, besides perception, excite the powers of comparison and memory. One great advantage of illustration, both to Teacher and scholar, is, that every thing once well illustrated prepares the way for something higher; thus, besides pleasantly learning many facts, the road is smoothed for the pupil's further advancement.

To the Teacher.—Beside the advantage stated above, which the Teacher enjoys as well as the scholar, he will find his own faculties trained. To illustrate a subject properly it must be well understood; the condition and capabilities of the children for whom that subject is intended receiving their due amount of consideration, that the illustration may correspond in quantity and kind. The Teacher will also be exercised in the use and power of language, as his words must be well weighed, and "carefully chosen, before spoken."—*English Pupil Teacher.*

4. COUNTY GEOGRAPHY OF CANADA.

We would suggest to the conductors of the public schools the practicability of getting up a geography of their several counties, somewhat in this wise: Let it be required of every advanced pupil to write a description of his own village, town, or township; character of its surface, its hills, mountains, lakes and rivers; the character of its rocks and soil; its population, valuation and productions; leading employments of the inhabitants, and prominent features of its history. If then some places remain undescribed, let members of the school be required to supply the deficiency as well as they can from sources accessible. Then let these first attempts be filed for future examination, correction and addition, until the survey of the County is complete. If the grand result shall not be a large addition to the sum of human knowledge already attained, the exercise will be of very considerable profit to those who make the necessary inquiries and record the same in proper form.

5. CORRECT SPEAKING—VULGARITY OF SLANG PHRASES.

We advise all young people to acquire in early life the habit of using good language, both in speaking and writing, and to abandon as early as possible any use of slang words and phrases. The longer they live, the more difficult the acquisition of such language will be; and if the golden age of youth, the proper season for the acquisition of language, be passed in its abuse, the unfortunate victim of neglected education is very probably doomed to talk slang for life. Money is not necessary to procure this education. Every man has it in his power. He has merely to use the language which he reads, instead of the slang which he hears; to form his taste from the best speakers and poets of the country; to treasure up choice phrases in his memory, and to habituate himself to their use—avoiding at the same time that pedantic precision and bombast, which show rather the weakness of a vain ambition than the polish of an educated mind.—*R. I. Schoolmaster.*

6. SOWING WILD OATS.

In all the wide range of accepted British maxims, there is none, take it for all in all, more thoroughly abominable than this one as to the sowing of wild oats. Look at it on what side you will, and I will defy you to make anything but a devil's maxim of it. What a man,—be he young, old, or middle-aged,—sows, that and nothing else shall he reap. The only thing to do with wild oats is to put them into the hottest part of the fire, and get them burnt to dust, every seed of them. If you sow them, no matter in what ground, up they will come, with long, tough roots like couch-grass, and luxuriant stalks and leaves, as sure as there is a sun in heaven,—a crop which it turns one's heart cold to think of. The Devil, too, whose special crop they are, will see that they thrive, and you, nobody else, will have to reap them; and no common reaping will get them out of the soil, which must be dug down deep again and again. Well for you, if with all your care, you can make the ground sweet again by your dying day.—*Tom Brown at Oxford.*

XII. Biographical Sketches.

No. 1.—SIR CHARLES JOHN NAPIER, K.C.B.

Sir Charles was the eldest son of the late Hon. C. Napier, of Merchiston Hall, N.B., and consequently grandson of the sixth Lord Napier, whose family has enjoyed the Barony of Merchiston for upwards of three centuries, and who was sixth in lineal descent from the renowned inventor of Logarithms. Sir Charles was born March 6, 1786, and entered the navy in 1799. In 1800 he was transferred to the Mediterranean station. Here he took part in several minor actions between this date and August 1808, when, in command of the Recruit brig, he had his thigh broken by a shot in action with a French corvette. Next year he assisted in the reduction of Martinique, and was the first to scale the walls. For his gallantry here and in a subsequent action he obtained post rank; for a short period after this he served on land as a volunteer in Spain. In 1811 we find him engaged on the coast of Sicily, near Talinuro, the heights of which he carried under a gallant fire, a success which he afterwards followed up by the capture of several merchantmen and ships of the enemy. In 1813 he served in North America, and earned the thanks of Captain Gordon for his support in the expedition against Alexandria and the operations against Batimore. Having been paid off at the close of the war in 1815, and nominated a C.B., he remained unemployed until 1829, when he was sent on a special service to the Portuguese coast for the purpose of compelling Don Miguel to restore certain ships which he had seized contrary to the law of nations. A narrative of this expedition will be found in his "History of the War of Succession in Portugal." Being appointed to the command of the Portuguese Fleet in 1833, he engaged the fleet of Don Miguel, and gained for Don Pedro a decisive victory, for which the emperor rewarded him with the post of admiral of the Portuguese fleet and the title of Viscount Cape St. Vincent, and the Order of the Tower and the Sword. The subsequent treatment which he experienced in Portugal was such as to determine him to resign his post and return to England.

In 1839 he was nominated second in command under the late admiral Sir Robert Stopford, then commander on the Mediterranean station. Here he took a prominent part in all the operations on the coast of Syria, the storming of Sidon, the defeat of Ibrahim Pasha near Beyrout (which was speedily followed by the surrender of that city,) and finally the siege of Acre, which was taken almost by a "coup de main." By his conduct here, as well as by his Portuguese services Captain Napier had gained a high reputation for personal courage and daring, which seemed always successful, though too often spoiled by great vanity and excessive self-confidence. After the reduction of Acre, he went on to Alexandria, where he put himself at the head of the British squadron and made terms with Mehemet Ali. For his Syrian and Egytian services he received the thanks of Parliament, was made a K.C.B., and was presented with the ribands of most of the military and naval orders of Europe. In the following year he gained flag-rank, and for two years held the command of the Channel fleet. Sir Charles Napier had been from his early days an advocate of Naval Reform, on which subject he had frequently written letters in the public papers. These letters he reprinted in 1851; they are caustic and severe, but they lost much of the influence that they might otherwise have exerted from their extreme personality against the ministers of the day.; still there was much sterling common sense in many of his suggestions, several of which he has lived to see carried into effect. Among the more valuable of his remarks were those of urging the abolition of flogging, and the introduction of a system of registration. In 1849 he was superseded in his command of the Channel fleet; but when the war with Russia broke out in 1854, the popular tide ran so strongly in his favour that the ministry were induced to entrust to him the command of the Baltic Fleet. He left the shores of England with boasts, in which he was not alone, of all that was to be performed in the regions of the Baltic, declaring, among other things, that within a month he would be in Cronstadt. On reaching those parts however he found or fancied that the fortress of Cronstadt was impregnable; he returned home without having gained any laurels except by the destruction of the petty town and fort of Bomarsund; but he was able to announce that he had brought home his ships uninjured—a valuable service no doubt, but the first time probably that such claim to honour was put forward by an English admiral in time of war. On returning to England, however, in November, 1855, he was elected to represent the borough of Southwark in the place of the

late Sir William Molesworth. He had sat for Marylebone in the parliament of 1841–47, when he had signalized himself by repeated attacks on the ministry of the day. He now commenced a system of attacks on Sir James Graham and the rest of the ministry of Lords Aberdeen and Palmerston, declaring that his failure at Cronstadt was owing to the fact that he was fettered by unfair restrictions, and not adequately supplied with stores from home, while his fleet was inadequately manned. The result was the waste of much valuable time in fruitless recriminations between the home ministry and their commander-in-chief. Latterly he devoted his time to the discussion of naval affairs through the columns of the press, in the same caustic, acrimonious style which characterized his former efforts in the same direction. As a member of the House of Commons he was a supporter of the ballot, an extended suffrage, and adminstrative reform in all departments.

No. 2.—THE EARL OF DUNDONALD.

Thomas Cochrane, tenth Earl of Dundonald, and better known to fame as Lord Cochrane, went to sea in 1793, and in 1795 fought his first action with the French, whom he defeated off the North American coast. In 1799, as commander of a party sent to relieve the Lady Nelson cutter, then surrounded and attacked off Cabritta Point by several French privateers and Spanish gun-boats, he displayed that desperate gallantry for which he became remarkable in after life. In 1800 he captured the French 75-gun frigate Le Genereux, and was appointed her acting captain. Thence he was promoted Commander of the sloop-of-war Speedy, and during the ten months that he held this appointment he took 14 of the enemy's vessels. On the 8th of August, 1801, Lord Cochrane received his commission as Post Captain. The Speedy herself, ultimately fell into the hands of a 74-gun frigate, but during the action Lord Chochrane displayed such conspicuous courage that the conqueror refused to accept his sword, requesting him to wear what he had so nobly used. During the next five years Lord Cochrane distinguished himself in a variety of ways. Among the Spanish prizes that he captured was one from La Plata, with nearly a million in specie. He destroyed the semaphores along the French coast, carried by storm the battery at Points l'Equillon, and during January, 1807—some days short of a month—he took and destroyed fifteen of the enemy's ships. In 1808 Lord Cochrane co-operated with the Spanish patriots of Catalonia, against Napoleon, and was engaged in many brilliant enterprises on shore and at sea. In April, 1809, he was selected, from his daring intrepidity, to command a fleet of fire ships intended for the destruction of the French fleet, then lying at anchor and blockaded by Lord Gambier, in the Banque Roads. On the night of the 11th of that month, he went on board one of the explosion ships containing 1,500 barrels of gunpowder, and performed the hazardous service confided to him most effectually. For this act he received the Knighthood of the Bath. At this time the illustrious sailor was member of Parliament for Honiton. It is to his political course and his continued opposition of the ministry, that the ruin of his own prospects of promotion is, in the first instance, attributed. His stock jobbing operations, in 1816, did him more serious injury. Early in that year a false report was circulated that Napoleon had fallen, on which the funds suddenly rose, and Lord Cachrane and several of his frends sold out to a large amount. He was tried and found guilty of being implicated in the fraud, and was sentenced to a heavy fine, a year's imprisonment, and to stand in the pillory. He was also deprived of the Order of the Bath, of his rank in the navy, and expelled from the House of Commons. The sentence to the pillory was remitted. The electors of Westminster again chose him for their representative, and under circumstances of extraordinary daring, he broke out of prison and re-appeared in his place in Parliament. In 1818 Lord Cochrane accepted the command of the Chilian fleet, and mainly contributed to the success of the Chilian war of independence. The cutting out of the Esmeralda from the guns of the Castle of Cailso, has always been regarded as one of his most celebrated exploits. In 1823, Lord Cochrane gave his services to Brazil, and was appointed by the Emperor to the command of the Brazilian fleet, and created Marquis of Marenham. In 1827 and 1828 he served in Greece. In 1830 he was reinstated in his rank in the British Navy, and in 1847 the Order of the Bath was restored to him. He became Vice-Admiral of the Blue in 1841, of the White in 1851, and Rear-Admiral of the United Kingdom in 1854. Lord Cochrane was the possessor of various foreign orders of merit and distinction. As a scientific man his reputation stood high, and the projectile which he invented for blowing up fleets, is said to be overwhelmingly destructive. A pamphlet written by the Earl, entitled "Observations on Naval Affairs," attracted considerable attention at the time of its publication. Lord Dundonald was engaged, at the time of his death, in writing his personal memoirs. Two volumes have already appeared, and it is to be hoped that the others are sufficiently advanced for publication. He was 85 years of age at his death.

No. 3.—SIR HARRY SMITH, G.C.B.

Sir Harry Smith died on the 12th ult. He was born in 1788, at Whitlesea, in Cambridgeshire, where his father was a surgeon. Entered the army in 1805, and served with the Rifle Brigade at the siege, storm and taking of Monte Video, under Sir S. Auchmuty, and at the assault upon Buenos Ayres, under Brigadier General Craufurd. Employed with the troops in Spain, under Sir John Moore, from the battle of Vimiera to the embarkation of the troops at Corunna. Embarked for the Peninsula, under Major-General Robert Craufurd, in 1809; was seriously wounded in the action upon the bridge of the Coa, near Almeida. Commanded a company in the pursuit of Massena from the Lines of Lisbon; at the actions of Redinha, Condeixa, and Foz d'Arouce. Appointed Brigadier-Major to the Second Light Brigade in the Light Division, and was present in the action of Sabugal, battle of Fuentes d'Onor, siege and storm of Ciudad Rodrigo, siege and storm of Badajos, battles of Salamanca and Vittoria, attack of the heights of the Vera and passage of the Bidassoa, battle of Sarre, attack upon the position of St. Jean de Luz and heights of Arcanguez, battle of Orthes, affair at Tarbes and battle of Toulouse. Appointed Assistant Adjutant General to the troops under Major-General Ross, destined against Washington, and was present at the battle of Bladensburg and destruction of Washington. Brought home despatches, and went out again immediately under Sir Edward Pakenham, and was present at the attack upon the enemy's lines near New Orleans. After the death of Sir Edward he was appointed Military Secretary to Sir John Lambert, commanding the army, and was present at the siege and taking of Fort Bower. Appointed Assistant Quarter-master General to the Sixth division of the army, under the Duke of Wellington, and was present at the battle of Waterloo. In 1828 he was appointed Deputy Quarter-master General at the Cape of Good Hope, and commanded a division under Sir Benjamin D'Urban throughout the operations against the Kaffir tribe to 1834 and 1835. In 1840 he proceeded to the East Indies as Adjutant General, and was nominated a K.B. for the action of Maharajpoore, in which battle he was present as Adjutant General, and for his distinguished services in the campaign on the Sutlej, and brilliant victory over Sikhs at Allwal, he was nominated a G.C.B., and afterwards created a baronet. Finally, as Governor and Commander-in-Chief at the Cape of Good Hope, he attacked and defeated the Rebel Boers at Boem Plaats, August 29, 1848. He was recalled from the Cape in 1851, and has since occupied the post of Commander of the Forces in the Northern and Midland Districts.

XIII. Miscellaneous.

1. THE HOLIDAYS!

BY DR. BETHUNE DUFFIELD, OF DETROIT.

Hurrah! for the school-boys' happy lot,
The school-girls' sunny hours,
And the holidays that fill with praise
This happy land of ours.
Hurrah! tra la la,
Hurrah! tra la la,
This happy land of ours,
And the holidays that fill with praise
This happy land of ours.
Hurrah! tra la la,
Hurrah! tra la la,
This happy land of ours.

Hurrah! for the old year rolling out,
And the new year rolling in,
For tasks well done and a race well run,
And sports we now begin.
Hurrah! tra la la, &c.

Hurrah! for the winter's frosty days,
And the stormy winds that blow,
In echoes loud, from the driving cloud
That sheds the Christmas snow.
Hurrah! tra la la, &c.

Hurrah! for our homes our bright free homes,
With all their founts of joy—
For the schools that tell from turret bell,
How we our days employ.
Hurrah! tra la la, &c.

Hurrah! for the life, the shadowy life,
That lies beyond to-day;
Bright hours we'll meet, if our young feet
But seek the perfect way.
Hurrah! tra la la, &c.

Hurrah! once more, for the school-boys' lot,
The school-girls' sunny hours,
And these holidays that fill with praise
This happy land of ours.
Hurrah! tra la la, &c.

2. EXERCISE FOR BOYS.

We love to see boys happy. We well remember our school-days—how the joyful scenes of those golden hours rise before us as we write. After a long and laboured session of school, what is finer for boys than a good frolic on the green grass? See them!—they hop and run, and toss their hats and balls;—every bone, and cord, and muscle of their young and active frames is brought into full and vigorous play. Their minds are unbent as well as their bodies. Let boys have exercise. They must have it, and a good deal too; and they must have the right kind, or they will become sickly and dwarfish, their minds feeble, and their feelings peevish and fretful. The open air, and the more free and pure the better, is important to good exercise to any one, but especially to boys. Otherwise they will be pale and weak, as a plant doomed to the shade.

They must have exercise which makes them forget themselves, and all their troubles and tasks, and throws the mind and heart into a glow of life and joy. It does them good to be excited. Our natures were made to be excited. This excitement, however, must be innocent, and kept in proper bounds. The notion which some parents and teachers have that the boys must be kept as prim as soldiers, and that every motion and step must describe certain angles, is as false to nature as it is destructive to their health and happiness. Let your boys, mothers and teachers, have enough of well-cooked, nutritious (not rich) food at regular and suitable intervals, good clear water in abundance, well applied to all parts of their bodies; air, free and pure as nature makes it; studies, to the full extent of their capacities, judiciously distributed, exercise, that will stir the whole being, and keep in full play every life current; and then let them have sleep, early, and enough of it, in well ventilated rooms, and they can hardly fail to be happy, and grow up well-proportioned and strong "to the full stature of men."—M. G. C., *in British Mothers' Journal.*

3. AUTUMNAL LESSONS.

Every green thing loves to die in bright colours. The vegetable cohorts march glowing out of the year in flaming dresses, as if to leave the earth were a triumph, and not a sadness. It is never Nature that is sad, but only we that dare not look back on the past, and that have not its prophecy of the future in our bosoms.

But there is as much of life in autumn as of death, and as much of creation and of growth as of passing away. Every flower has left its house full of seeds. No leaf was dropped, until a bud was born to it. Already another year is hidden along the boughs—another summer is secure among the declining flowers. Along the banks, the green heart-shaped leaves of the violet tell me that it is all well at the root; and, in turning the soil, I find these spring beauties that died to be only sleeping.

Heart, take courage; What the heart has once owned and had, it shall never lose. There is resurrection hope, not alone in the garden sepulchre of Christ. Every flower, every tree, and every root, are annual prophets sent to affirm the future, and cheer the way. Thus, as birds, to teach their little ones to fly, do fly first themselves and show the way—and as guides, that would bring the timid to venture into the darked-faced ford, do first go back and forth through it—so the year and its mighty multitudes of growths walk in and out before us to encourage our faith of life by death—of decaying for the sake of better growth. Every seed and every bud whispers to us to secure, while the leaf is yet green, that germ which shall live when frosts have destroyed both leaf and flower.—*British Mothers' Journal.*

4. CHILDREN—LITTLE COMFORTERS.

When the lone spirit is crushed beneath an accumulated weight of sorrow, and the soul shrouded in darkness and gloom, what is more soothing than the sweet caressings of a dear child! I have a little son, who for more than seven years has cheered my pathway. Three weeks since we stood by an open grave, and in that grave saw a coffin, which we knew contained the precious remains of our dearest earthly friend. In early manhood he had passed away, leaving us to mourn the loss of such a husband and father as "few have to lose." We left the dear spot, and sought the home where for years we had enjoyed uninterrupted happiness. I threw myself on a chair, and was giving full vent to my agonized spirit, when a pair of little arms were thrown around my neck, and a sweet voice whispered, "Don't cry, mother, father is better off than we are. We will be good, and pretty soon we will go too." Oh! thought I, what a precious treasure is left me even now; and I thanked my Heavenly Father that He had not left me comfortless. I not only had a child, but he was affectionate, and manifested a disposition to assuage my grief. True, as days passed he said many things that thrilled my inmost soul, and gave freshness to the wound he vainly endeavoured to heal; making his very sympathy painful. But they were prompted by a spirit of affection, which made them a source of comfort to my desolate heart; I knew they were kindly said. I shall not soon forget his words, as one day he imprinted a score of kisses on my tearful face, saying, "We are all together now, mother; you and I are all our little family. Never mind, mother, I'll take care of you, and love you just as well as father did."

I have always felt the importance of cultivating the kindly feelings of children, but never before realized the vast responsibility resting upon mothers to cherish every generous emotion—every feeling of sympathy and tenderness. What a happy world would ours be, were love, kindness, benevolence, and pure philanthropy, in full operation! And where can these divine principles be more successfully disseminated than in the youthful mind? And who better adapted to foster and cherish such heavenly virtues, than the mother? What would be the glorious results if every child should be taught to "do unto others as they would have others do unto them? I would teach them the "art of thinking," and "inspire in their young hearts the love of the beautiful." I would teach them to think how many tears they might dry—how many hearts they might make happy—how many little acts of kindness they might perform among their brothers and sisters, or towards their school and playmates. I would show them beauty in soothing and lessening the cares of a father and mother; or if one had been left alone in this vale of tears, the magnanimity of cheering the lonely hours of the stricken one. I would show them beauty in kindly words and tones of love—in participating in the joys and sorrows of their little associates, in doing good to all, in loving all, and trying to throw sunshine on the pathway of all with whom they come in contact. If children from their infancy are educated to feel—to love—to rightly appreciate earthly blessings, will they not be more inclined to love and seek after Him who is goodness itself, when they shall arrive at the years of accountability; and will not the world be made better through their influence?—A. L., *in British Mothers' Journal.*

5. GARIBALDI'S ISLAND OF CAPRERA.

The small island of Caprera, to which Garibaldi has retired, is situated on the northern coast of Sardinia, towards the eastern entrance of the Straits of Bonafacio, by the side of the Iledela Maddelana, and almost opposite the southern point of the island of Corsica. It is somewhat less than six miles in length from north to south, and about two miles in breadth. It is very fertile in wheat, and derives its name from the number of goats that are bred there. Caprera must not be confounded with another island called Capraja, the ancient Ægidion or Capraria, which lies to the east of Cape Corsa, to the north-west of Elba, and opposite Piombino. The latter, although rather smaller than the former, is nevertheless more important from its military and maritime position, from the safe port which it has on the east, and from its town and fort, which defends it. The surface is mountainous and volcanic. Grapes are grown, and the wild goats which gave it its name are still very numerous.

6. LIVE NOT FOR YOURSELF.

Man seeks to live for himself. God made him to live for others. How swells that mother's heart with joy when she can make her child happy! What a thrill of delight comes with that look of gratitude, that tear of joy, and that word of love, which are all that the widow and orphan can render to their benefactor.

7. CIVIL LIST LITERARY PENSIONS.

A list of all pensions granted between the 20th day of June, 1859, and the 20th day of June, 1860, and charged upon the civil list (pursuant to Act the 1st of Victoria, chap. 2), has been published. The total is £1,200. The following will specially interest our readers:

Miss Caroline Lardner, Miss Louisa Lardner, Miss Amelia Lardner, Miss Adeline Lardner, Miss Clarinda Lardner, and Miss Jane

Lardner, sisters of the late Dionysius Lardner (in equal proportions), in consideration of their late brother's labours in the cause of science, and of their scanty means, £125. Mrs. Helen Gallwey (daughter of Hoppner, the painter) in consideration of the long services of her husband as British Consul at Naples, £100. Dr. Robert Blakey, in consideration of his exertions to aid and promote the study of philosopy, and of his straitened circumstances, £100. Mr. Edward Athenstone (in addition to the pension of £75 granted to him in 1858), in consideration of his great services to literature, and of his advanced age, £25. Miss Julia Pardee, in consideration of thirty years' toil in the field of literature, by which she has contributed both to cultivate the public taste, and to support a number of helpless relations, £100. Mrs. Ellen Beecroft, in consideration of the services of her late husband, Captain Beecroft, for the suppression of the slave trade, and the advancement of British interests and of science during 25 years on the coast of Africa, where he ultimately fell a victim to the climate, £50. Dr. Robert Bigsby, in consideration of his great services and contributions to the literature of his country, £100. The Rev. Henry Logan, in consideration of his contributions to mathematical and scientific literature, and his present state of destitution, in consequence of the loss of his eyesight, £100. Mrs. Catherine Liddon (daughter of the late Henry Cort), in consideration of the great benefits which have accrued to this country from her late father's inventions in the manufacture of iron, and of the large fortune which he expended in carrying them into execution, £50. Miss Caroline Cort (daughter of the late Henry Cort), the same observations apply to this as to the preceding pension to Catherine Liddon, £50. Mrs. Sarah Jane Le Blanc, in consideration of the great benefits conferred on naval science by her father, the late Sir Samuel Bentham, £100.—*English Journal of Education.*

XIV. Anecdotes of the Queen.

1. THE QUEEN AS A SANITARY REFORMER.

At a meeting of the Aberdeen Ladies' Sanitary Association, held a short time ago, Dr. Kilgour, who presided, made the following remarks regarding the Queen at Balmoral:—"The highest lady in the land, or if not she entirely, her highly talented and sensible husband, is an ardent sanitary reformer. Those who visited London during the season of the Great Exhibition will remember the two cottages which the Prince erected near the Exhibition buildings as models of dwellings for promoting the health and comfort of the humbler classes. Wherever the Queen or the Prince has erected cottages on the Scotch property, they may not have adhered to the style alluded to (which mainly contemplated the English style and mode of life) but they have built the cottages more in accordance with the taste and feelings of the Scottish peasantry, but yet with an undeviating eye to ventilation and pure air. They have never harshly interfered with the domestic habits of their tenantry by dictating to them that this or that change must be made, but they have given encouragement wherever improvements in sanitary arrangements were adopted. Last year scarlet fever broke out with great virulence in the district, and many lives were lost by the spreading of the infection. It became necessary to take measures to arrest the extension of the disease, and orders were given to sweep away every "boxed in" bed on the estates. An order was also given to substitute a sufficient number of iron bedsteads for each family at the cost of the Queen."

2. THE QUEEN'S PORTRAIT FOR THE PEOPLE.

The following anecdote of the Queen illustrates her good sense and real desire to promote the welfare of her subjects. She had agreed to have her photograph taken for the gratification of such of her subjects as might desire to possess the counterfeit presentment of their ruler. She presented herself in a plain black silk, without a particle of ornament. The photographer ventured to suggest that she should send for some jewels. "No," said the Queen, "this photograph is to go among my people, and I wish to do all in my power to discourage extravagance." It is such little anecdotes as these that have secured the Queen a high place in the regard of the people.

3. THE QUEEN AND THE PRESIDENT.

The Queen has written an autograph letter to the President of the United States, through Lord Lyons, expressing, in the strongest terms, her grateful acknowledgment of the cordial manner in which the Prince of Wales was received by the people of the United States.

XV. Short Critical Notices of Books.

—— Journal of the Board of Arts and Manufactures.—We have received the first number of this valuable publication. It extends to 32 pages, and contains an editorial and a number of excellent selections, designed to promote the object of the publication. In the prospectus it is stated that each monthly number shall contain:—1. An original article on some subject connected with the Arts and Manufactures of Upper Canada. 2. Notices on subjects bearing upon the introduction into the Province of new branches of industry, and of the progress and improvement, both at home and abroad, of those already established. 3. Abstracts of reports and proceedings of the Board, and of the Mechanics' Institutes associated with it. 4. Notices of the Arts and Manufactures department of the Provincial Exhibition. 5. List of Patents issued in Canada, with remarks on such as are considered of general practical utility. 6. Correspondence on any of the foregoing subjects. 7. Selections from foreign scientific and mechanical journals. 8. Short notices of books suitable for Mechanics' Institute Libraries. Each monthly number of the Journal will consist of 32 closely-printed octavo pages, and will be supplied to Mechanics' Institutes, through their respective Secretaries or other officers, at the rate of 50 cents per annum for any number of copies, and to the general public for $1 per annum, or to clubs of not less than ten at 75 cents per annum, in all cases payable in advance. The Journal is, we believe, edited by Professor Hind, M.A., of Trinity College University.

—— Allibone's Dictionary of Authors. Vol. 1. Philadelphia: Childs and Peterson. This invaluable work has already become a Standard Reference Book among scholars both in England and America. The first volume of the work has been published in Philadelphia and London. It contains the letters from A to J, both inclusive, 1005 pages, imperial double column, minion and nonpareil type, about 200 lines on each page on an average, the volume containing upwards of two millions of words. In bulk of typographical matter it is equal to about fourteen volumes (460 pages each) of Prescott, Bancroft, or Hallam's Histories, 8vo. The number of Authors whose works are noticed in the first volume is about 17,100; making in the forty indexes (to be inserted at end of volume ii.) about 24,100 names. It is expected that the second volume will contain about 26,000 authors' names, or 50,000 in all for the two volumes. The number of works recorded, and in very many cases criticised, both favourably and unfavourably, in the work, exceeds one hundred thousand. The best, because the briefest, description which can be given of the Critical Dictionary is, that it is intended to be to the literature of the language what a dictionary of words is to the language itself. We cordially recommend the work as a most valuable addition to our works of reference. The type, paper and typography are excellent.

—— Krapf's Travels and Researches in Eastern Africa. Boston: Ticknor & Co. This is a valuable and interesting addition to the numerous books of travel which now issue from the Press. Rev. Dr. Krapf has long been favourably known for his missionary labours in eastern Africa, and in this book he gives the results of his eighteen years' residence and travels in that part of Africa, from the upper Nile to Cape Delgado. In the appendix is given a concise account of the geographical researches which have been made by Dr. Livingstone up to September last. The book is accompanied with a good map, and, like all of Messrs. Ticknor's books is beautifully printed.

—— Todd's Angel of the Iceberg and Truth made Simple. London: James Hogg & Sons. This is one of Hogg's series of popular and attractive books. It is written by the Rev. Dr. Todd, so well known as the author of the "Students' Manual," and consists of a series of moral tales and stories for the young. It is illustrated with numerous engravings, and in style and typography is a handsome gift book.

XVI. Educational Intelligence.

CANADA.

—— Normal School.—The 24th Session of the Normal School closed on the 22nd ult. After some preliminary exercises Dr. Ryerson delivered a lecture to the Normal School Students, of about an hour in length. He pointed out to them the duties which would devolve on them as school

teachers; referred to the necessity of intelligence in school trustees; and showed what he considered the advantages of the present school system, especially in its providing the certainty of remuneration to the teachers. After the delivery of the Rev. Superintendent's lecture, the students presented their master with an address.—*Leader.*

—— TORONTO CITY SCHOOLS.—The semi-annual public examination of the several City Schools, eight in number, took place simultaneously. The Rev. Mr. Porter, the Local Superintendent, spent a short time at each of the schools, examining the children. The attendance of parents and others was good for this season of the year, though not quite as large as the summer examinations. The branches in which the children were examined are Reading, Grammar, Geography, History, Arithmetic, Algebra, Geometry, and in one school, and in one only, we believe—George Street, in which Mr. Richard Lewis is head teacher—composition. The best "essay" was on Toronto, and was very creditable to the little boy who wrote it. In the senior division of the girls' department there was of course sewing and fancy needle-work, which in many cases were very fine indeed. Drawing also is taught in a few of the schools. The examinations were altogether highly creditable to the scholars, and were certainly not inferior to those of any former similar occasion.—*Ibid.*

—— HAMILTON CENTRAL AND PRIMARY SCHOOLS.—The Examination of the city schools took place on the 20th and 21st ult. The Central school, as usual, made a very fair appearance, children and teachers seemed to be in excellent trim. We were impressed very favourably with the practical character of the instruction imparted. The mode of instruction is emphatically the *drawing out process*, the pupils appearing to have a thorough understanding of what they had been taught. The French classes under Mons. Lafont bore ample testimony to the ability of that gentlemen as a teacher of the French language. The Grammar School department was examined by Dr. Blackman and by Mr. Gray. The recent change in that department is already beginning to bear fruit. All seemed highly pleased with the order, harmony and thoroughness of the pupils in their various studies. The first division of the Central school is under the instruction of the Principal, assisted by Mr. Carlyle. The proficiency of the pupils in their various studies excited general admiration. The music under Mr. Packard, was alike creditable to the teacher and his pupils. The other divisions were well up in their studies. The proceedings were closed by recitations by some of the pupils of the first division, in which they very creditably acquitted themselves, after which Dr. Ormiston delivered a short address, in which he spoke in very flattering terms of the day's proceedings. Dr. Billings, the Chairman of the Board, also made a few remarks, dwelling with particular emphasis on the gratifying fact, that during the past year there had been fewer complaints against the internal management of the schools than he had known in any previous year, and paying a high compliment to Mr. Macallum for his successful administration. —*Spectator.*

—— HAMILTON ROMAN CATHOLIC SEPARATE SCHOOLS.—The Examination of St. Patrick's and St. Mary's Separate Schools took place on the same day as those of the Central school. In these a few prizes were distributed to the most deserving of the pupils, to reward them for the studies of the session. The efficient staff of teachers were highly complimented by the visitors, on the success which had attended their labors, as evinced by the proficiency of their pupils, in the various branches of study, in which they underwent a thorough and searching examination. On the whole, Hamilton has reason to be proud of its public schools.—*Ibid.*

—— VICE CHANCELLOR, UNIVERSITY OF TORONTO.—At a recent meeting of the Senate of the University, the Hon. James Patton, LL D., M.L.C., President of the University Association, was elected vice-Chancellor of the University, in the room of Mr. John Langton. Mr. Langton was proposed by Professor Wilson, and seconded by Rev. Dr. Lillie. In amendment, Dr. Patton was proposed by Dr. Herrick and seconded by Mr. Crooks. The vote stood as follows,—Patton, 13; Langton, 11; Dr. Patton was therefore declared duly elected.

—— UNIVERSITY OF QUEEN'S COLLEGE—INAUGURATION OF THE REV. DR. LEITCH AS PRINCIPAL.—On Thursday morning last the appointed Principal of Queen's College, the Rev. Principal Leitch, D.D., of Glasgow University, was initiated to the vacant chair. The ceremony took place in the College Chapel, situate in the new building. The commodious hall was filled with students, graduates and visitors, including a good number of ladies. The Hon. John Hamilton presided. The Chairman directed the proceedings to commence by calling upon the Rev. Dr. Urquhart to ask the Divine blessing The Rev. Dr. Urquhart, in the course of a fervent appeal, prayed specially that God would bless the servant who in His Providence had been brought to preside over this institution. Mr. John Patton read the minutes of the Board of Trustees. The Chairman then said:—I would merely say on behalf of the Trustees of Queen's College that they made this appointment with no hesitation whatever, but with great confidence; indeed, they have never made an appointment with more satisfaction. Dr. Leitch comes to us from Scotland after a career of great usefulness there, and we feel satisfied that with the Divine blessing he will be the means of advancing University education and knowledge in this Province. It is now my pleasing duty to introduce to you the Rev. Dr. Leitch. The Rev. Dr. Leitch on being introduced to the assemblage seated himself in the Principal's chair, and delivered an address. Observing that if he were about to address a similar assemblage at the western seat of learning in Scotland, he would seek inspiration by recounting the names of the famous men, of Stewart and Playfair, and no student had ever heard those illustrious names without experiencing a feeling of reverence and respect; but he had no such venerable names to fall back upon; the glory of Queen's College was not in the past, but in the future; although there was no halo of antiquity shed around those walls, and no basis of reverence for the past, yet the institution had not the decrepitude of age, and there was ground for hope that it was possessed of the buoyancy and vigor of youth. The Principal referred to the gradual growth of Universities in Great Britain, instancing the Universities of Glasgow and Oxford, and expressed the hope that Queen's College would partake of the rapid growth of the other institutions of this country. Alluding to the influence of national scenes in forming national character—to Scotland's mountains, and England's mineral wealth—he drew the conclusion that it was reasonable to expect a future for Canada, ideal with the vastness everywhere thrust upon the traveller who traversed this land. He should not regret that he entered Canada by its majestic river, a fit portal for so noble a domain. Dr. Leitch referred to the value of collegiate institutions to a new country, comparing the universities of the middle ages to lights in the darkness that surrounded them. The Principal gave valuable counsels to the studious portion of his audience, addressing particularly [illegible] range to gain precision, to practice self-denial, to commence at once with their task whatever it might be, and exhorting them to practical piety. The rev. gentleman then directed his remarks more particularly with reference to the theological course, mentioned that one had been appointed to the theological chair more for his devotion to his parent church than his acquirements, and that he felt honor in receiving an appointment which was a true pledge of affection between the churches, and adding that if he should succeed in any measure in imbuing the ministers of this church with the spirit and zeal of those who laboured in glorious Scotland, he should feel that he had not laboured in vain. To the medical profession he could not offer any professional counsel; he could only express his sympathy wth them, feeling it consistent that they should be brought together with those who were preparing for the ministry. Medical men were distinguished as a class for their heroic sacrifices, and he trusted that it would be their highest ambition to maintain the dignity and honor of the profession. In concluding, he remarked that it had been his lot to come among them at a time when a tide of loyalty, as it were, had swept through the land, and this had been to him strong assurance of their attachment to their Queen and country. He hoped that the work of the session now begun might redound, under God's blessing, to His Glory. [Applause]. Professor Weir addressed the Principal to the effect that he had been requested by the senatus to introduce to him some of the office-bearers of the Alma Mater Society. The Professor then introduced Mr. Currie to Dr. Leitch. Mr. Currie read an address from the Alma Mater Society congratulating the Principal upon his safe arrival on these shores, and recounting that the Alma Mater Society had been but recently formed with the view of keeping up the *esprit de corps* amongst the students and alumni, of cultivating a literary taste among the students, and providing in general for the interests of its members. The address commends the Society to the Principal's sympathy, renews the assurances of welcome to him, and expresses the hope that his term of office may be long and happy. The Principal in replying to the address begged the members to accept his grateful acknowledgements for their welcome; he could not ask a higher proof of the prosperity of the College than the formation of such a society. Again he would thank them for their very kind and cordial address. Professor Weir announced the hour of attendance at the classes in the faculty

of arts. The Principal announced that Dr. Lavell had been appointed to the vacant chair of the faculty of medicine, after which Dr. Stewart made known the hours of attendance at the classes in this department. The proceedings terminated with a benediction by the Rev. Principal.—See page 6.

—— Scottish University at Quebec.—The *Canadien* alludes in the following terms, to Dr. Morrin's munificent donation to the St. Andrew's Society:—"At the celebration of St. Andrew's day—the patronal festival of the Scotch—on Friday last,—Mr. Cook made mention of a handsome donation from Dr. Morrin. This generous citizen, one of the most esteemed as well as the most eminent medical men of this city, has placed at the disposal of the Rev. Dr. Cook, Dr. Smith, and James Dean, Esq., a property valued at £11,000 or £12,000 for the purpose of founding a Protestant College, and of making ameliorations to the building occupied by the English High School in this city. The desire of the donor is that the above named gentlemen make application to the Provincial Legislature as soon as possible to obtain the passing of an act incorporating certain persons named in the deed as directors of the projected institution, and authorizing them to act in accordance with its dispositions. Although the new college is to be under the management of the Scottish Church, of which Dr. Morrin is also a member, it will nevertheless be open to students of all religious denominations, without distinction! We may be permitted to add that this munificent act on the part of Dr. Morrin is more than sufficient to earn for him the gratitude of the public, and above all of his co-religionists."

—— McGill College University.—Great alterations have of late been made in McGill College, Montreal. Lecture rooms capable of accommodating three hundred students have been erected.

—— Three Rivers College.—The establishment of the Three Rivers College [says the *Inquirer*] has been quite a success, over eighty students having entered the first week, and fresh additions are daily taking place. Most of the Professorships are filled—we believe ably—and, as the fees are remarkably low, this institution cannot fail of success.

—— Lower Canada French School Readers.—In addition to a series of Protestant and Roman Catholic school textbooks, authorized by the Council of Public Instruction for Lower Canada. The Council has resolved on publishing a series of French Readers, and has entrusted the Hon. the Superintendent of Schools, the care of preparing them, which task he has consented to fulfil without any remuneration. He is to be aided in the discharge of this important duty by Mr Joseph Lenoir, of the Educational Department, and by Messrs. Ossaye and Perrault, to whom the articles on agricultural subjects are confided.

—— Prince of Wales' Lower Canada Normal School Prizes.—The Superintendent of Education for Lower Canada having laid before the Council a letter from his Excellency the Governor General, informing him of the liberal gift made by His Royal Highness the Prince of Wales of a sum of $800 for prizes to be given in the Lower Canada Normal Schools, the Council passed the following resolutions:—1. *Resolved*,—That this Council acknowledges with deep gratitude the liberality which His Royal Highness the Prince of Wales has been pleased to extend to the Normal Schools of Lower Canada, in placing a sum of two hundred pounds in the hands of His Excellency the Governor General, to be distributed as prizes in these schools. 2. *Resolved*,—That it is the opinion of the Council, that this sum should be permanently invested, so as to form with the interest a prize in each school, to be called "The Prince of Wales' Prize." 3. *Resolved*,—That this prize should be equal in amount to one-third of the interest on said sum, for each school, to be paid to the most successful competitor at the examination for Model School Diplomas; provided always that for moral conduct and application to study he shall have been set down as entitled to the highest grade of merit, in both Semi-Annual "Reports of Progress;" and also entitled to the highest grade of excellence, for the following branches, in the last "Report of Progress:" "Religious Instruction, Writing, Reading, Grammar, and Spelling in his vernacular idiom, Arithmetic, Book-Keeping, Geography, History of Canada, the Art of Teaching, and Teaching in Model Schools." He should also be classed by said Reports at least in the second grade of excellence, for all other branches, with the exception of "Gymnastics, Drawing, and Music, vocal or instrumental," for which this proficiency should not be required of him. 4. *Resolved*,—That if no one pupil fulfil the necessary conditions, the sum accruing to the school for the year should be deposited in a Savings' Bank by the Superintendent, and when it shall have amounted to one hundred pounds, be placed at interest, together with the original principal, so as to increase the annual prize. 5. *Resolved*,—That the Superintendent should be authorized to cause bronze medals to be struck, to serve as testimonials to the pupils taking the prize.—*Lower Canada Journal of Education.*

BRITISH AND FOREIGN.

—— The Prince of Wales at Oxford.—The Prince of Wales has made a donation of £50 towards the funds of a debating society in Oxford, of which he is a member, and, as an indication of his character and tastes, the appropriation of the money is encouraging. If the Prince is ever to shine as a speaker, the present is the time for cultivating the faculty, and a debating society in Oxford the exact place for bringing out his powers. An assemblage of this kind, says the *European Times*, is a mental gymnasium, where the intellectual muscles are developed by exercise, and where mind is held to be higher than rank. Even a Queen's son must work hard in such an arena to hold his own. Perhaps it is to be regretted that the Prince, before he proceeded on his western tour, did not avail himself of the facilities for public speaking which this Oxford debating club afforded. Had he done so, he would have left a still more favorable impression on the multitudes with which he came in contact, and perhaps it is the consciousness of his short-comings in this respect that has induced him to open his purse with a view to exertion hereafter in a field in which he desires to excel. The cup given by the Prince of Wales, to be shot for by the members of the Oxford University Rifle Corps, has been gained by Mr. T. Lee Warner, scholar of Trinity College. His Royal Highness the Prince Consort, Chancellor of the University of Cambridge, being pleased to give annually a gold medal for the encouragement of English poetry, the vice-Chancellor gives notice that the prize will be given this year to such resident undergraduate as shall compose the best poem on "The Prince of Wales at the Tomb of Washington." N.B.—The exercises are to be sent in to the vice-Chancellor on or before March 31, 1861, and are not to exceed two hundred lines in length.

—— The Prince of Wales.—The Oxford *Chronicle* says:—"It is probable that his Royal Highness the Prince of Wales will remain at Frewen Hall, Oxford, until the middle of December, when his academical connection with this University will terminate. It is understood that the heir apparent will go to Cambridge in January, and will become a member of Trinity College.

—— Wellington College.—The first examination of Wellington College took place lately. The Prince Consort was present. After an introductory anthem, Master Boughey, the head præfect of the school, stepped forward on the platform, and began the recitations with a portion of Mr. Tennyson's well-known ode on the death of the late Duke of Wellington. After the recitations, the Rev. Mr. Benson, the head master, proceeded to award the Queen's medal, which is to the school in point of honour what the Victoria Cross is to the United Services. The following extract from the statute will show the object for which this prize was established —"Her Majesty would wish, by establishing this prize, to hold up to the admiration of the students, and to their emulation as far as they are capable of emulating such virtues, the great qualities of the hero and statesman in whose honour and to whose memory the college has been instituted. It is not beyond the power of anybody to exhibit cheerful submission to superiors, unselfish good fellowship with equals, independence and self-respect with the strong, kindness and protection to the weak, and a readiness to forgive offences towards himself, and to conciliate the differences of others, and, above all, fearless devotion to duty, and unflinching truthfulness. He who displays all, or any of these qualities, will have so far trod in the steps of the great Duke." Amid the hearty applause of his comrades and of the whole assembly Master Boughey was called up to receive the medal by the head master, who in a few brief words highly complimented him upon the good conduct which he had always exhibited, and upon the great assistance which he had given the masters in forwarding the discipline and organization of the school. At the conclusion of the speech his Royal Highness the Prince Consort presented the medal, expressing at the same time a hope that the success which had marked the opening for his career might attend him through life. The medal, designed, as we were informed, by the Prince Consort himself, bore on one side the head of the present Majesty; on the other the simple motto, "Duty towards God and man" occupied the centre, encircled by the words, "In honour of Arthur, Duke of Wellington." Various other prizes were awarded. The number of

pupils is not yet completed. At present there are 149 pupils, and there is ample room for 60 more. It is, however, expected that after the vacation there will be but few vacancies, as the excellence of the education, combining as it does "those branches of scientific knowledge which have a special application to the arts, commerce, and industry of the country," with "what is usually understood by a good English and classical education," is beginning to be appreciated. The boys, if we judge from their appearance, are the best sanitary comments on the situation of the school. A more healthy, happier, manlier set of lads it has never been our lot to see. The system which is pursued is identical with that of the late Dr. Arnold—viz., of trusting everything to the honour of the boys, and the results of it, we were informed, are excellent, corporal and other punishments having much diminished since its introduction.—*English Journal of Education.*

—— RUGBY SCHOOL, in England, has received, as a present from an American gentleman named Mills, a large crimson velvet flag, in token of his admiration of the school from reading "Tom Brown's School Days." The flag has the arms of the school worked in the centre, and the American ensign in the corners.

—— THE PRINCE IMPERIAL OF FRANCE has just had a school room prepared for him on the ground floor of the Palace of the Tuilleries, on the side of the garden. It contains a well selected library, philosophical and mathematical instruments, etc. The Prince will be five years old on the 16th of March next.

—— UNIVERSITY OF NAPLES.—A decree of Garibaldi's abrogates one of the 2nd of April, 1857, and permits the students of the provinces to come up to Naples and pursue their studies in the University. The University of Naples—and, indeed, every other literary and scientific institution—has been virtually closed against the youth of the country, and all for the defence of the vilest despotism of modern times.

—— SWISS SCHOOL CHILDREN AND TELL.—The school children of Switzerland have purchased, for $11,000, the Grutli, the birthplace of Tell, where he and three others conspired for the deliverance of his country from its oppressors. The place is to be consecrated to national uses.

—— EDUCATION IN CHILI.—For a population of 1,500,000 inhabitants stands thus, counting all schools: 226 private schools, with 3,997 scholars, 561 free, (State and city,) with 27,914 scholars; 50 private high-schools with 3,580 scholars; 59 public high schools, with 2,140 scholars; total children at school, 40,441. The outlay from city and State funds for this object is $237,801 per annum.

UNITED STATES.

—— A NOBLE BUILDING for the Yale College Scientific School is on the point of completion at New Haven, at a cost of $50,000,—the entire property being a gift from Joseph E. Sheffield, Esq.

—— HARVARD COLLEGE.—The annual catalogue of Harvard University, Cambridge, Massachusetts, has been received. The total number of students connected with the University is 896. There are 443 in the Under-graduate Academical Department, divided as follows: Seniors 82; Juniors 101; Sophomores, 134; Freshmen, 126; The Law Students number 157, the Medical Students 191, and the Scientific Students 72. The remainder of the total of 896 are Resident Graduates, Divinity Students, and one Astronomical Student.

XVII. Literary and Scientific Intelligence.

—— INDIAN RELICS AT MONTREAL.—A skeleton has been found in Montreal during the excavation for the continuation of Burnside Palace, between Sherbrooke and St. Catherine streets, together with many fragments of Indian pottery, pipes, bone implements, bones of beavers and other animals. In fact, it appears that these sandy knolls have at some former time been the site of an Indian village and burying ground,—doubtless that found by Jacques Cartier on the South Eastern slope of Montreal Mountain. The most interesting of the relics are being transferred to the Natural History Society's museum.

—— TELEGRAPH EXPLORING EXPEDITION.—The Arctic exploring yacht *Fox* had returned home from the coast of the Faroe Islands, Iceland and Greenland, where she has been engaged surveying the route of the proposed North Atlantic Telegraph. She succeeded in examining and sounding the fiords on the south coast of Greenland, and proving their practicability for the reception of a cable. She also coasted down a considerable extent of the east coast, hitherto supposed to be inaccessible. The severity of the season in the northern regions is reported to have been greater this year than for twenty years past.

—— BUNSEN ON DATE OF THE CREATION.—Baron Bunsen, in his great work, "Egypt's Place in Universal History," fixes the creation of the world at about the year B. C. 19,752. He determines, also, that the flood occurred about the year B. C. 9252. He says the Egyptians knew nothing of the Deluge, "the climate centre of which was in the tenth millennium B. C., but which was assuredly many hundreds in operation."

—— THE QUEBEC TYPOGRAPHICAL Society seems to be in a flourishing condition. It has a library which now numbers 743 volumes—240 of which were received this year. Among the donors we find Sir N. F. Belleau as having given 23 vols.; Hon. Judge Caron, 20; Hon. Judge Meredith, 11; and Chas. St. Michel, Esq., late proprietor of the *Chronicle*, 67. We are pleased to see the printers of the "ancient capital" manifest such a spirit in collecting a library.

XVIII. Departmental Notices.

1. POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, *must be pre-paid*, at the rate of one cent, *and be open to inspection*, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cts. and 21 cts. on each package, including the Post Office fine of nearly *fifty per cent.* for non-payment.

2. PUBLIC LIBRARY BOOKS, SCHOOL MAPS, APPARATUS, AND PRIZE BOOKS.

The Chief Superintendent will add one hundred per cent. to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipality or Trustees, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of articles to be sent can always be made by the Department, when so desired. Where Maps, Apparatus, Prize, or Library Books are required, it will be necessary to send *not less than* $5 for each class.

3. INDISTINCT POST MARKS.

We receive, in the course of the year, a number of letters on which post marks are very indistinct, or altogether omitted. These marks are often so important that Postmasters would do well to see that the requirement of the post office department in relation to stamping the post mark on letters is carefully attended to.

JOHN ELLIS, Engraver and Lithographer, 8, King Street West, Toronto. Trustees supplied with School Seals at $2 each; also Lever Presses and Dies for Corporations or Notaries, at $8 each. Arms or Crests on Envelopes. Visiting and Wedding Cards. 24.pd.jf.

ADVERTISEMENTS inserted in the *Journal of Education* for twenty-five cents per line, which may be remitted in *postage stamps*, or otherwise.

TERMS: For a single copy of the *Journal of Education*, $1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

All communications to be addressed to J. GEORGE HODGINS, LL.B., *Education Office, Toronto.*

LOVELL AND GIBSON, PRINTERS, YONGE STREET, TORONTO.

Feb. 18

JOURNAL OF EDUCATION,

Upper Canada.

VOL. XIV. TORONTO: FEBRUARY, 1861. No. 2.

CONTENTS OF THIS NUMBER.

PAGE

I. Free Public Libraries of Upper Canada 17
II. Papers relating to Libraries—(1) Imperial Libraries in Europe. (2) The India-House Library. (3) Great Circulating Library in London. (4) The Library of Congress 19
III. Papers on Books and Libraries—(1) Thoughts on Books, by eminent Authors. (2) Talk about Books. (3) Utilitarianism and Childhood: Books for the Young. (4) Value of Reading good Books. (5) A Reading Age 20
IV. Upper Canada Educational System: By a Baltimorean. Visit to the Educational Department—The Normal School—Normal School Lectures and Examinations—A Day in the Model School—Object Lessons in the Girls' Model School—A Lesson in History in the Girls' Model School 22
V. Canadian Schools, from a Wisconsin Point of View 24
VI. Editorials—(1) Official Replies of the Chief Superintendent of Education, to Local School Authorities—(*Continued from last No.*) (2) Important Decisions of the Court of Queen's Bench. (3) Provincial Certificates granted by the Chief Superintendent of Education 24
VII. Biographical Sketches—No. 4. The Earl of Aberdeen, K.G. No. 5. The Duke of Richmond, K.G. No. 6. The Notable Dead of 1860 28
VIII. Papers on Practical Education—(1) Music an aid to Discipline in Schools: its Physical and Moral Influences. (2) Vocal Music in Schools. (3) Effects of Music upon the Sick. (4) Notes on the Lesson on Fish. (5) The School-House Play-Ground 28
IX. Miscellaneous—(1) A Voice from the Penitentiary. (2) "Taste Not." A Story for Boys 29
X. Short Critical Notices of Books 30
XI. Educational Intelligence 31
XII. Departmental Notices and Advertisements 32

FREE PUBLIC LIBRARIES IN UPPER CANADA.

At this season of library activity, and in connection with the account of the princely gift of a Free Public Library in Liverpool (worth $200,000) which was published in the last *Journal*, we have much pleasure in inserting in this early number of the *Journal* the annual statement of the progress of our free public library system in Upper Canada. The statement is in a tabular form, and shows the number and classification of all the library books which have been despatched to the public schools by the Educational Department from November, 1853, to the end of December, 1860. It also includes an account of the number of prize books sent out to the public schools from January, 1857, to December, 1860, as well as a statement of the mechanics' institutes, &c., which have been supplied with books during the same periods. One or two other tables have been added. That relating to prison libraries, &c., will no doubt be regarded with especial interest by those who look upon such agencies as a silent yet important means of influence for good with a class of the community who are often regarded as the outcasts and pariahs of society, incapable of being reclaimed, or unworthy of an effort to do so. The tender feelings of remorse, indicated by the poem written on one of these prison library books, by an inmate of the Provincial Penitentiary, and which we insert on page 29, may have been awakened by the silent teachings of some of these books. Such an influence may prove a potent means, when others fail, of recalling many an erring one to the paths of religion and virtue.

The contemplation of the facts embodied in the tables relating to the extension of libraries in our public schools, will excite lively gratitude in the minds of the lovers of the educational advancement of the country, as it has already elicited the admiration of numerous strangers who visit this country from time to time, especially the American educationists who have made this part of our Canadian school system a subject of special inquiry.*

"Very much remains in this branch of the system of public instruction to be done," (as observed by the Chief Superintendent in his Report for last year) "but it is worthy of remark that not a month has elapsed during the five years since its establishment without more or less books having been sent out," as may be seen in the table on the following page. From this table it will be seen that the total number of library books sent out up to the end of 1860, was 212,229; the number of prize books sent out from January, 1857, to December, 1860, was 20,194; and the number of volumes of books sent out to mechanics' institutes, &c., was 5,533; making a grand total of 224,563 volumes. The value of these books, together with the value of the maps, apparatus, and other articles sent out from the Map and Apparatus Depository, we give in the following table, which will prove highly interesting to the friends of public schools in Upper Canada.

TABLE shewing the value of articles sent out from the Educational Depository during the years 1851 to 1860 inclusive:

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at at Catalogue prices, without any apportionment from the Legislative Grant.	Total value of Library, Prize, and School Books, Maps, and Apparatus, despatched.
	Public Library Books.	Maps, Apparatus, and Prize Books.		
	$ cts.	$ cts.	$ cts.	$ cts.
1851	.....	.....	1,414 25	1,414 25
1852	.....	.....	2,961 13	2,961 13
1853	.....	.....	4,233 14	4,233 14
1854	51,376 22	.....	5,514 18	56,890 40
1855	9,947 15	4,655 53	4,389 40	18,992 08
1856	7,275 82	9,226 87	5,726 76	22,323 45
1857	16,200 92	18,118 28	6,451 20	40,770 40
1858	3,932 99†	11,810 23	6,972 65	22,765 87
1859	5,805 64	11,965 02	6,679 30	24,350 96
1860	5,389 56	16,230 00	5,417 93	27,037 09
Total	$99,878 31	$72,639 58	$49,779 34	$222,297 23

* See *Journal of Education* for May, 1860, page 65. See also pages 23-24 of this number of the *Journal*.

† The amount expended for libraries seems to have reached its lowest point during the depressing year of 1858.

The following is a full and interesting Statement of the Number and Classification of Public Library and Prize Books sent out from Depository of the Upper Canada Educational Department, from 1853 to 1860, inclusive :

Number of Volumes sent out during the Months of	Total Vols. Lib'y Books	History.	Zoology.	Botany.	Phenomena, &c.	Physical Science.	Geology, &c.	Nat'l Philosophy and Manufact's	Chemistry.	Agricultur'l Chemistry	Practical Agriculture.	Literature.	Voyages, &c.	Biography.	Tales and Sketches Practical L.	Teachers' Library.	Prize Books.	Grand total Library and Prize Books
November, 1853	961	186	62	16	29	15	5	45	6	9	48	90	54	126	294	4	...	961
December, "	20861	3990	1540	271	877	511	229	895	126	183	759	2604	1667	2791	4394	204	...	20861
January, 1854	3129	634	279	46	143	84	36	152	29	48	151	308	291	485	545	34	...	3129
February "	7874	1290	677	125	278	237	85	397	93	95	348	830	828	738	2852	74	...	7874
March "	2161	382	196	25	67	80	27	72	22	24	103	220	182	225	486	67	...	2161
April "	1149	174	101	13	34	28	13	44	10	8	42	115	96	110	348	13	...	1149
May "	4948	797	473	56	112	96	45	211	40	32	156	527	291	597	1468	46	...	4948
June "	5236	906	426	79	276	95	46	406	41	23	176	508	294	478	1286	86	...	5236
July "	9305	1691	987	159	406	208	81	725	81	38	429	812	528	919	2320	70	...	9305
August "	7142	1228	574	92	199	136	61	521	70	24	411	555	447	677	2303	44	...	7142
September "	9372	1289	596	127	230	152	66	847	79	16	368	598	541	719	3751	42	...	9372
October "	9727	1484	883	183	256	219	110	956	112	28	647	685	668	872	2549	65	...	9727
November "	4283	619	278	74	110	92	47	304	33	8	208	422	322	401	1214	47	...	4283
December "	2386	389	146	51	69	22	25	245	19	7	105	184	162	228	715	29	...	2386
January, 1855	4570	805	392	64	110	214	48	231	50	8	186	608	357	468	935	94	...	4570
February "	1667	174	109	17	65	22	9	100	21	3	62	159	134	185	506	26	...	1667
March "	639	83	43	12	16	10	6	28	2	...	32	74	49	44	225	15	...	639
April "	2594	398	160	29	41	48	15	178	18	2	48	370	248	359	651	29	...	2594
May "	4100	724	331	50	69	46	32	309	34	22	221	399	338	455	968	80	...	4100
June "	5445	1047	405	71	95	99	35	388	45	14	355	581	607	446	1157	101	...	5445
July "	1704	428	98	8	24	61	6	104	22	7	105	141	153	171	348	30	...	1704
August "	1941	508	156	37	35	59	11	91	5	6	108	298	165	171	277	14	...	1941
September "	1619	402	36	4	10	16	6	100	...	2	91	208	217	182	314	31	...	1619
October "	2595	612	211	9	46	53	14	214	4	11	128	258	418	391	203	23	...	2595
November "	1213	194	116	12	32	27	9	56	3	1	40	266	153	139	206	19	...	1213
December "	571	100	5	5	15	6	2	9	3	...	6	59	87	40	231	3	...	571
January, 1856	245	36	36	...	3	24	9	72	11	3	8	22	4	5	2	10	...	245
February "	20	...	4	...	...	...	...	4	...	...	...	2	10	...	...	...	...	20
March "	1359	201	41	4	10	27	9	74	16	2	52	264	89	135	338	37	...	1359
April "	571	137	20	2	21	8	5	14	1	1	30	62	41	81	140	8	...	571
May "	434	105	10	...	5	4	1	3	...	1	18	41	41	32	173	...	...	434
June "	794	150	49	14	36	6	5	19	2	2	35	74	61	207	108	26	...	794
July "	1796	296	129	12	83	13	12	60	6	2	46	184	154	313	515	22	...	1796
August "	351	77	5	...	5	21	3	16	...	2	1	55	30	29	103	4	...	351
September "	272	19	...	...	3	...	...	5	...	...	1	4	...	11	227	2	...	272
October "	1050	225	57	30	46	37	3	88	2	1	40	54	53	109	284	21	...	1050
November "	2544	382	194	32	50	35	7	152	5	3	76	266	167	378	848	59	...	2544
December "	4233	870	197	24	135	112	23	164	12	14	111	495	369	544	1094	69	...	4233
January, 1857	4435	691	258	46	51	171	35	283	37	9	130	464	304	566	1359	31	57	4192
February "	5572	1049	419	73	110	182	35	398	30	16	274	546	347	723	1826	53	15	5567
March "	9619	1386	459	96	146	215	59	553	39	19	323	622	684	1023	2957	58	171	9790
April "	1261	172	87	23	46	38	10	103	7	6	99	100	98	162	295	9	40	1301
May "	2283	302	108	25	67	34	9	56	4	4	115	62	203	195	1073	26	...	2283
June "	2595	566	173	18	68	57	20	126	1	8	127	242	257	319	594	26	260	2845
July "	2000	405	149	23	41	51	18	111	16	1	107	115	156	248	539	29	...	2000
August "	1260	261	75	11	49	35	4	45	...	1	46	90	106	119	342	16	141	1341
September "	448	125	32	2	9	8	5	23	...	2	10	49	19	40	123	1	119	567
October "	367	18	9	4	16	5	...	6	...	...	7	26	21	47	194	4	198	555
November "	172	78	9	...	9	1	...	3	...	...	3	6	9	12	42	...	...	172
December "	891	267	15	1	24	20	...	22	...	1	16	69	49	62	375	...	1566	2457
January, 1858	74	22	...	...	...	2	...	...	...	...	...	6	10	8	24	2	209	346
February "	840	119	44	6	1	16	1	26	11	...	29	37	99	74	356	21	167	1007
March "	1102	257	63	13	25	28	14	28	...	...	34	91	110	104	330	5	843	1945
April "	776	164	61	7	10	8	4	40	8	...	24	46	83	79	254	6	633	1409
May "	173	40	9	6	5	3	6	19	...	...	7	15	18	12	33	...	624	797
June "	414	80	19	...	1	7	4	1	...	...	16	116	28	49	90	3	876	1290
July "	475	88	35	9	23	4	1	12	...	...	17	26	53	41	166	...	505	978
August "	1240	209	124	26	28	6	4	36	...	...	...	119	197	83	347	1	350	1590
September "	506	118	6	...	...	4	12	9	2	...	14	67	77	53	145	...	465	971
October "	69	10	...	...	...	2	...	...	1	...	...	4	12	6	32	2	574	643
November "	1551	358	126	16	54	12	13	74	4	...	17	155	138	158	393	33	630	2181
December "	367	46	16	3	5	6	2	31	1	2	28	31	18	78	95	11	2111	2478
January, 1859	868	234	78	11	17	9	17	32	7	2	42	104	100	106	91	28	708	1576
February "	3361	529	228	53	59	70	48	157	42	6	69	469	225	411	935	69	543	3904
March "	277	33	30	2	19	7	1	12	3	2	3	13	20	16	136	...	901	1178
April "	274	49	14	3	1	4	7	3	4	...	25	14	42	26	81	1	398	672
May "	1457	303	61	17	39	35	17	84	8	...	40	255	108	210	230	30	335	1772
June "	126	18	15	2	11	5	3	3	2	...	5	3	10	8	42	...	1281	1497
July "	652	133	43	16	20	9	11	20	7	1	21	60	27	55	225	14	862	1514
August "	546	113	24	1	3	9	8	24	...	...	7	73	52	88	161	3	406	951
September "	614	108	24	9	25	20	7	33	5	1	29	48	70	80	149	6	455	1009
October "	359	72	16	12	15	...	4	14	...	...	3	29	33	48	112	9	786	1145
November "	486	79	23	9	8	16	5	35	6	4	47	71	22	44	107	10	1223	1709
December "	308	29	5	1	1	8	2	16	3	2	9	39	25	35	131	2	4191	4499
January, 1860	1075	196	54	20	9	28	12	40	9	6	27	149	106	129	280	10	890	1965
February "	477	63	36	11	17	4	10	30	2	...	9	19	26	67	182	1	945	1429
March "	359	64	23	..	1	11	7	28	4	...	13	37	20	45	96	5	2530	2889
April "	432	203	50	18	28	26	8	53	4	...	16	79	75	90	260	22	1215	2147
May "	337	44	14	4	11	17	3	24	7	...	14	37	30	40	55	5	546	883
June "	1240	199	46	14	18	15	8	62	4	...	12	115	99	128	403	23	1768	3066
July "	1004	169	61	19	30	19	9	62	5	6	73	92	86	139	214	20	1553	3557
August "	156	28	9	...	10	17	3	14	4	...	3	3	8	13	40	3	864	1019
September "	393	83	10	3	8	...	1	23	2	...	5	32	40	73	108	5	668	1661
October "	753	129	32	15	30	12	7	22	7	...	48	112	81	90	158	10	1035	1788
November "	789	79	35	9	12	6	4	22	1	...	19	61	30	73	232	6	1106	1695
December "	1758	304	103	31	49	45	26	146	12	5	100	116	190	228	371	32	7074	9832
Total to 31st December, 1860	166,761	32,857	13,131	2,440	5,249	4,134	1,633	11,151	1,332	7,24	7,994	18,407	14,043	20,737	50,751	2,118	42,885	379 646
Deduct volumes returned for exchange, &c.																		616
Volumes sent to Mechanics' Institutes, &c., not included in the above																		229,069
Grand total Library Books, &c., despatched to 31st December, 1860																		5,533
																		234,563

The Mechanics' Institutes which have received Libraries from the Depository, and the No. of Vols. sent to each, are, in alphabetical order, as follows:

	VOLS.	YEARS.		VOLS.	YEARS.
Baltimore	75	1858	Fonthill	137	1858
Berlin	158	1855	Lindsay	106	1858
Chatham	315	1853–4	Guelph	372	1853–4
Cobourg	350	1856	Huntingdon, C. E.	150	1855
Collingwood	46	1857	Milton	68	1856
Drummondville	6	1859	Mount Forest	106	1860

LIBRARIES, sent to Mechanics' Institutes, &c.—(Continued.)

	VOLS.	YEARS.
Napanee	27	1857
Newmarket	55	1858-9
Oakville	250	1856
Port Perry	109	1858
Smith's Falls	73	1857-8
St. Catharines	106	1854-9
Streetsville	110	1859
Thorold	300	1858
Toronto	275	1856
Vankleekhill	106	1858
Whitby	263	1857-8-9
Total	3,563	
Books were also sent to the Leeds & Grenville Agricultural Society	286	1855
Educational Department, L. C.	1,000	1860
McGill College, Montreal	200	1857
Sarnia Dialectic Society	83	1856
Southwold Agricultural Society	22	1856
Various other Institutions, &c.	457	1851-8-60
	5,533	

PRISON LIBRARIES IN UPPER CANADA.*

The following table shows the number of volumes sent out to various prisons, &c., during the years 1856-60:

PRISON LIBRARIES.	Amount received.	Legislative App'ment.	TOTAL.	VOLS.
	$ cts.	$ cts.	$ cts.	
1856:				
Peterborough Jail	22 16½	22 16½	44 33	94
Toronto Jail	131 63	131 63	263 26	616
Woodstock Jail	20 00	20 00	40 00	71
	173 79½	173 79½	347 59	781
1857:				
Lanark and Renfrew Jail	60 00	60 00	120 00	282
Provincial Penitentiary*	46 13	46 13	92 26	174
Whitby Jail	20 00	20 00	40 00	106
	126 13	126 13	252 26	562
1858:				
Provincial Penitentiary*	100 00	100 00	200 00	251
1859:				
Brockville Jail	40 00	40 00	80 00	154
Guelph Jail	20 00	20 00	40 00	94
Picton Jail	10 00	10 00	20 00	43
Sarnia Jail	25 00	25 00	50 00	93
Woodstock Jail	19 75	19 75	39 50	82
Reformatory Prison, Penetanguishene	17 00	17 00	34 00	96
	131 75	131 75	263 50	562
1860:				
Barrie Jail	20 00	20 00	40 00	84
Goderich Jail	25 16	25 16	50 32	87
London Jail	5 00	5 00	10 00	14
Peterborough Jail	20 00	20 00	40 00	82
Whitby Jail	10 00	10 00	20 00	36
Reformatory Prison, Penetanguishene	47 66	47 66	95 32	150
	127 82	127 82	255 64	453
1858:				
Provincial Lunatic Asylum	111 93½	111 93½	223 87	386
1860:				
Malden Lunatic Asylum	52 00	52 00	104 00	176
RECAPITULATION:				
For the year 1856	173 79½	173 79½	347 59	781
For the year 1857	126 13	126 13	252 26	562
For the year 1858	100 00	100 00	200 00	251
For the year 1859	131 75	131 75	263 50	562
For the year 1860	127 82	127 82	255 64	453
Lunatic Asylums, as above, 1858	111 93½	111 93½	223 87	386
" " 1860	52 00	52 00	104 00	176
	$823 43	$823 43		
Grand Total			$1446 86	3171

* See page 29.

The following STATISTICAL TABLE has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of books (not maps or school apparatus) imported into Canada. This table proves conclusively how incorrect is the statement that the operations of the Educational Depository interfere with the interests of the booksellers :*

YEAR.	Value of Books entered at Ports in Lower Canada.	Value of Books entered at Ports in Upper Canada.	Total value of Books imported into the Province.	Proportion imported for the Educational Department for Upper Canada.
1850.....	$101,880	$141,700	$243,580	$ 84
1851.....	120,700	171,732	292,432	3,296
1852.....	141,176	159,265	300,441	1,992
1853.....	158,700	254,280	412,980	22,764
1854.....	171,452	307,808	479,260	44,660
1855.....	194,356	388,792	583,148	25,624
1856.....	208,636	427,992	636,628	10,208
1857.....	224,400	309,172	533,572	16,028
1858.....	171,255	191,942	363,197	10,692
1859.....	139,057	184,304	323,361	5,306
1860.....	Returns not	yet published.		
1850 to '59	$1,631,612	$2,486,990	$4,118,602	$139,952

N.B.—Up to 1854, the "Trade and Navigation Returns" give the value on books entered at every port in Canada separately; after that year, the Reports give the names of the principal ports only, and the rest as "Other Ports." In 1854, the proportion entered in Lower Canada was within a fraction of a third part of the whole, and, accordingly, in compiling this table for the years 1855-59, the value entered in "Other Ports" is divided between Upper and Lower Canada, in the proportion of two-thirds to the former and one-third to the latter.

II. Papers relating to Libraries.

1. IMPERIAL LIBRARIES IN EUROPE.

There have been recent reports from three of the great Public Libraries of Europe, the British Museum, and the Imperial Libraries of Paris and St. Petersburg. The course of the British Museum is onward, under the spirited management of Mr. Panizzi; the splendid annual appropriation for purchases of books, of $50,000 is continued, and the greatest difficulty is to make room for the flock of students who daily assemble under the shadow of the spacious dome of the new reading room. The French Imperial Library is in gradual process of re-organization, and the vast collections of which it is composed, will no longer remain the chaotic mass they hitherto formed. A well-known antiquarian, M. Prosper Merimée, was detailed to examine the management of the British Museum Library, and has thence derived many valuable suggestions, now about to be reduced to practice. In the fine art department, nearly 800,000 engravings have been catalogued; the entire collection of these is said to embrace 2,500,000 separate engravings. A distinct reading room has been appropriated for casual visitors and general readers, apart from those devoted to students and men of science. From St. Petersburg there is sign of equal activity in the same direction. The Imperial Library is set down as consisting of nearly 900,000 volumes of printed books and MSS., an amount which, if correct, would place it above the British Museum, and second only to the Paris Library. Last year the readers amounted to 40,000.

2. THE INDIA-HOUSE LIBRARY.

The India-house library, now about to be removed to the offices of the Board of Control, Cannon-row, contains upwards of 24,000 volumes of every class of Eastern literature, of which 8,000 are manuscript; this latter part is famous throughout the world of literature as containing the choicest collection of Sanscrit and Persian MSS. extant; some of beautiful caligraphy, superbly illuminated, and dressed in elegant native binding, among which are *Shah Namahs*, *Korans*, and poems in elegant variety, monuments of native skill and industry.

In this library is the famous *Koran*, written on vellum, in the

* From the *Annual Review of the Trade of Toronto*, for 1860, published in the *Globe* of the 7th inst, we insert the following: "WHOLESALE STATIONERY AND BOOKS.—This branch of trade, the existence of which in its present distinct character only dates back a few years, has been prosperous during the past season, and is rapidly becoming an important item in the commerce of the city. * * * The supplying of all the children in the country, at school, is an extensive trade in itself, not only with stationery but with school books, ranging from the primer to the classics. It will thus be seen that this is no unimportant trade; and Toronto is fortunate in possessing a number of establishments exclusively devoted to the business, which, in point of energy and ability, are not surpassed by those of any other branch. * * * * The importations of books and stationery into Toronto, for three years past, is as follows:

	1858.	1859.	1860.
"Devotional books	$——	$53,578	$100,350
"Books, periodicals, and pamphlets,	29,575	55,384	19,169
"Stationery	33,097	33,421	27,519"

ancient Cufic character, by the Caliph Othman III., about 35 of the Heigro (A. D. 655), bearing numerous autographs and seals of Oriental monarchs. There is also a portion of the *Koran* written by Huzult Ali, son-in-law of Mahomet, with the seal of Timour, and other kings of Persia; and a memorandum written by Shah Jehan, referring to his having given 1,500 golden mohurs for it.

Among the early records of the East India Company are two volumes preserved in the library, containing the autographs of subscribers under an Act "for raising £2,000,000 upon a fund for payment of annuities, and for settling the trade to the East Indies," dated 14th of July, 1698, in the tenth year of the reign of William III. The first entry is by the Commissioners of the Treasury, as subscribers of £10,000 in the name of His Majesty. The subscribers, 1,344 in number, include most of the English nobility, as well as foreigners. The signatures are written on 47 pages of parchment. The amounts subscribed, range from £100 upwards, the highest (No. 1,055) being that of John Dubois, for £315,000.

The printed library contains the largest and most unique collection of works on all subjects relating to India, China, and the Archipelago; and as a whole, may be regarded as one of the most valuable as well as useful libraries in Europe, which is not surprising when it is remembered that that distinguished Oriental scholar, Professor H. H. Wilson, was for nearly a quarter of a century the librarian.

It is gratifying to know that the Secretary of State for India has determined to maintain and extend the library of the India-office, and render it as perfect as possible, and has appointed Dr. Ballantyne, of Benares, to succeed Professor Wilson as principal librarian, who will bring great talents as an Oriental scholar in carrying out his intentions.

3. GREAT CIRCULATING LIBRARY IN LONDON.

Mr. Mudie, the famous proprietor of a circulating library in London, furnishes the *Athenæum* the following list of the total number of works added to his establishment since January, 1858. It indicates to some extent the relative circulation of various classes of works in the current literature:—History and Biography, 87,210 vols.; Travel and Adventure, 50,572 vols.; Fiction, 165,445 vols.; Miscellaneous, including works on Science and Religion, and the principal Reviews, 87,856 vols.; total, 391,083 vols.

4. THE LIBRARY OF CONGRESS.

This institution now contains about 60,000 volumes, exclusive of a large number of pamphlets, and about 50,000 public documents. The annual appropriation of $5,000 for miscellaneous and $2,000 for law books. It was established during the administration of Jefferson, at his suggestion and by his exertions. It at first contained about 2,500 volumes, and was destroyed by fire when the British burnt the capitol, in 1814. In the same year a resolution was introduced into Congress to purchase Mr. Jefferson's private library, which was passed, the books bought and brought to Washington, and the library of Congress again organized. Various valuable additions being made from time to time, the library contained, in 1851, 55,000 volumes. During that year it accidentally caught fire, and 35,000 volumes were destroyed, and the room was very much injured. This accident finally resulted in the room being made perfectly fire-proof by constructing the alcoves and shelves of cast iron. Soon after, an appropriation of $75,000 was made by Congress for the purchase of books. This fund was judiciously laid out, and a most excellent collection made of standard and rare works. During the recess of Congress the library is open thrice a week for the public.

III. Papers on Books and Libraries.

1. THOUGHTS ON BOOKS BY EMINENT AUTHORS.

BOOKS—OLD FRIENDS.

"The pleasant books, that silently among
Our household treasures take familiar places,
And are to us as if a living tongue
Spake from the printed leaves or pictured faces."
—*Longfellow.*

BOOKS RECALL THE PAST.

"Books are a part of man's prerogative;
In formal ink they thought and voices hold;
That we to them our solitude may give,
And make time present, travel that of old."—*Anon.*

A KINGDOM FOR A BOOK!

"If the crowns of all the kingdoms of Europe were laid down at my feet in exchange for my books and my love of reading, I would spurn them all."—*Fenelon.*

BOOKS A SUBSTITUTE FOR LEGISLATION.

"An authur may be considered as a merciful substitute to the legislature. He acts not by punishing crimes, but by preventing them."—*Goldsmith.*

INFLUENCE OF BOOKS IN YOUTH AND AGE.

"It is books that teach us to refine our pleasures when young, and which, having so taught us, enable us to recall them with satisfaction when old."—*Leigh Hunt.*

WHAT BOOKS SHOULD DO.

"Books should to one of these four ends conduce,
For wisdom, piety, delight, or use."—*Anon.*

PHYSIOGNOMY OF BOOKS.

"There is a kind of physiognomy in the titles of books no less than in the faces of men, by which a skilful observer will as well know what to expect from the one as the other."—*Butler.*

BOOKS ARE FRIENDS FOR EVERY MOOD.

"In books we have friends for every mood, comforters for every sorrow; a glorious company of immortals, scattering their sweet influences on the worn and beaten paths of our daily life. Shapes "that haunt thought's wilderness" are around us in toil, and suffering, and joy; mitigating labor, soothing care, giving a keener relish to delight; touching the heroic string in our nature with a noble sentiment; kindling our hearts, lifting our imaginations, and hovering alike over the couch of health and the sick pillow, to bless and cheer, and animate and console!"—*Anon.*

A HOUSE WITHOUT BOOKS LIKE A HOUSE WITHOUT WINDOWS.

"A house without books is like a room without windows. No man has a right to bring up his children without surrounding them with books, if he has the means to buy them. It is a wrong to his family. He cheats them! Children learn to read by being in the presence of books. The love of knowledge comes with reading and grows upon it. And the love of knowledge, in a young mind, is almost a warrant against the inferior excitement of passions and vices. Let us pity those poor rich men who live barrenly in great bookless houses! Let us congratulate the poor that, in our day, books are so cheap that a man may every year add a hundred volumes to his library for the price of what his tobacco and his beer would cost him. Amongst the earliest ambitions to be excited in clerks, workmen, journeymen, and indeed, among all that are struggling up in life from nothing to something, is that of owning, and constantly adding to, a library of good books. A little library growing larger every year is an honorable part of a young man's history. It is a man's duty to have books. A library is not a luxury, but one of the necessaries of life."—*Beecher.*

BOOKS ARE LIFE'S VADE MECUM.

"Books are the Glasse of Counsell to dress ourselves by. They are life's best business; Vocation to these hath more Emolument coming in, than all the other busie Termes of life. They are Feelesse Counsellours, no delaying Patrons, of easie Accesse, and kind Expedition, never sending away empty any Client or Petitioner. They are for Company, the best Friends; in doubts, Counsellors; in Damps, Comforters; Times Prospective, the home Traveller's Ship, or Horse, the busie man's best Recreation, the Opiate of Idle weariness, the Mind's best Ordinary, Nature's Garden and Seed-plot of Immortality, Time spent (needlessly) from them is consumed, but with them twice gain'd. Time captivated and snatched from thee, by Incursions of business, Thefts of Visitants, or by thy own Carlessnesse lost, is by these redeemed in life, they are the Soules Viaticum; and against death its Cordiall,—In a true verdict, no such Treasure as a Library."—*Whitlock.*

BOOK A UNIVERSAL LETTER.

A book is a letter addressed to every unknown friend in the world.—*Anon.*

BOOKS—THEIR ABUNDANCE.

Productive was the world
In many things, but most in books.—*Pollock.*

EVERY BOOK AN ACTION.

Every great book is an action, and every great action is a book.—*Luther.*

DIFFERENT CHARACTERISTICS OF BOOKS.

A good book, in the language of the book-sellers, is a saleable one; in the language of the curious, a scarce one; in that of men of sense, a useful and instructive one.—*Anon.*

ADVANTAGES OF BOOKS.

Books are a guide in youth, and an entertainment for age. They support us under solitude, and keep us from becoming a burden to ourselves. They help us to forget the crossness of men and things, compose our cares and our passions, and lay our disappointments asleep. When we are weary of the living, we may repair to the dead, who have nothing of peevishness, pride or design in their conversation.—*J. Collier.*

Without books, God is silent, justice dormant, natural science at a stand, philosophy lame, letters dumb, and all things involved in cimmerian darkness.—*Barthelin.*

BOOKS—THE BEST ASSOCIATES.

Books! sweet associates of the silent hour,
What blessed aspirations do I owe
To your companionship—your peaceful power
High and fine pleasure ever can bestow;
Of noble ones I trace the path through life,
Joy in their joys, and sorrow in their sorrow;
Gaze on their christian animating strife,
And shed fond tears o'er their untimely urn;
Or, with heroic beings tread the soil
Of a free country, by themselves made free,
And taste the recompense of virtuous toil,
The exultation of humanity.—*F. Hemblower.*

CHILDREN'S BOOKS.

The morality should be in the book, not tacked upon the end of it.—*Anon.*

CHOICE OF BOOKS.

Books, like friends, should be few and well. Like friends, too, we should return to them again and again, for, like true friends, they will never fail us, never cease to instruct, never cloy.—*Joinerana*, 1772.

COMPILERS OF BOOKS.

He that merely makes a book from books, may be useful, but can scarcely be great.—*Dr. Johnson.*

IMPROVEMENT DERIVED FROM BOOKS.

All hail, ye books, my real, my true friends,
Whose conversation pleases and improves.—*Walsh.*

BOOKS—MENTAL LINEN.

It is chiefly through books that we enjoy intercourse with superior minds; and these invaluable means of communication are in the reach of all. In the best books great men talk to us, give us their most precious thoughts, and pour their souls into ours. God be thanked for books. They are the voices of the distant and the dead, and make us heirs of the spiritual life of past ages. Books are the true levellers. They give to all, who will faithfully use them, the society, the spiritual presence, of the best and greatest, of our race. No matter how poor I am; no matter though the prosperous of my own time will not enter my obscure dwelling, if the sacred writers will enter and take up their abode under my roof, if Milton will cross my threshold to sing to me of Paradise, and Shakespeare to open to me the worlds of imagination and the workings of the human heart, and Franklin to enrich me with his practical wisdom, I shall not pine for want of intellectual companionship, and I may become a cultivated man though excluded from what is called the best society in the place where I live.—*W. E. Channing.*

BOOKS—THE MIND INCARNATE.

Books are the mind incarnate—the immortality of the life that is.—*Anon.*

BOOKS—THEIR POTENCY.

It is of greatest concernment in the church and commonwealth to have a vigilant eye how books demean themselves as well as men, and thereafter confine, imprison, and do sharpest justice on them as malefactors; for books are not absolutely dead things, but do contain a potency of life in them to be as active as that soul was whose progeny they are; nay, they do preserve, as in a vial, the purest efficacy and extraction of that living intellect that bred them. Unless wariness be used, as good almost kill a man, as kill a good book; who kills a man, kills a good reasonable creature, God's image; but he who destroys a good book, kills reason itself,—kills the image of God, as it were in the eye.—*Milton.*

BOOKS—SPECTACLES OF NATURE.

Books are spectacles to read nature.—*Dryden.*

SCARCE EDITIONS OF BOOKS.

Books only known to antiquaries and collectors of books are bought because they are scarce, and would not have been scarce had they been esteemed.—*Dr. Johnson.*

USE TO BE MADE OF BOOKS.

I have somewhere seen it observed, that we should make the same use of a book, that the bee does of a flower: she steals sweets from it, but does not injure it.—*Colton.*

It is not eating a great quantity of food that nourishes most, nor devouring of books that gives solid knowledge. It is what you digest that feeds both body and mind. Have your learning in your head, and not in your library.—*Anon.*

BOOKS—USEFUL REPOSITORIES.

Books are faithful repositories, which may be a while neglected or forgotten, but when they are opened again, will again impart their instruction. Memory once interrupted, is not to be recalled: written learning is a fixed luminary, which, after the cloud that had hidden it has passed away, is again bright in its proper station. Tradition is but a meteor, which, if it once falls, cannot be rekindled.—*Dr. Johnson.*

BOOKS—ALWAYS CONTAINING SOMETHING USEFUL.

There is no book so worthless that I cannot collect something from it.—*Scaliger.*

USE AND ABUSE OF BOOKS.

Books may be helps to learning and knowledge, and make it more common and diffused; but I doubt whether they are necessary ones or no; or much advance any other science, beyond the particular records of actions or registers of time: and these, perhaps, might be as long preserved without them, by the care and exactness of tradition in the long succession of certain races of men with whom they were entrusted.—*Sir W. Temple.*

A GOOD BOOK PRECIOUS LIFE BLOOD.

"A good book is the precious life-blood of a master-spirit, embalmed and treasured up on purpose, to a life beyond."—*Milton.*

BOOKS—USEFUL AND MIGHTY THINGS.

Except a living man, there is nothing more wonderful than a book!—a message to us from the dead—from human souls whom we never seen, who lived, perhaps, thousands of miles away; and yet these, in those little sheets of paper, speak to us, amuse us, terrify us, teach us, comfort us, open their hearts to us like brothers. * * * * I say we ought to reverence books, to look at them as useful and mighty things. If they are good and true, whether they are about religion or politics, farming, trade, or medicine, they are the message of Christ, the maker of all things, the teacher of all truth.—*Rev. Charles Kingsley.*

WORTHY BOOKS.

Are not companions—they are solitudes;
We lose ourselves in them, and all our cares.—*P. J. Bailey.*

THE WAY TO READ BOOKS.

Some books are to be tasted, others to be swallowed, and some few to be digested: that is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with diligence and attention.—*Lord Bacon.*

---

2. TALK ABOUT BOOKS.

One of the easiest things in the world for people to do, is, to cheat themselves into a lot of worthless books.

A man with brains has a natural reverence for a book.

He buys everything else on special need; but he buys books on *general* need—meat when he is hungry, boots when his old ones let the water in, a coat when his elbows become threadbare; but books, always, whether he is starving, wet, or naked.

A man spends money on other things with a grudge, he spends it on books with delight. When he makes a bad bargain in merchandise, soon discovers it, and regrets his error; but no matter how worthless the book, he gets more than the cost out of it, for a single page that falls in with his own conceit, pays him double, and if the other three hundred and ninety-nine pages are pure nonsense, he considers that he got them for nothing.

A second-hand store or stall has peculiar attractions for a book-buyer. He has a fancy that the odd looking owner of it is always going round and finding rare volumes in singular places—that he penetrates pawn shops, auction rooms, and inaccessible corners, and picks up by accident, editions that can be found nowhere else—all the better if they are stained and begrimed with dust—all the more valuable if spiders have nested in the dog-eared leaves, and moths have eaten the back. Nobody can ever doubt the cheapness of such a book at any price! What a pleasure to get it rebound in calf! A man finds a new book on his friend's table, and becomes engrossed in it. His friend offers to lend it to him; and he can keep it a week, a month, a year. He lives next door, and can get it at any moment if he should want it. But all that won't do. He must *own* it—and the

next day it is on his shelves, where it will remain unread for years. Nevertheless he enjoys his property in it.

One of the most amusing spectacles we see, is an ignorant man who never reads, with a large library. He seems to think that he is the wiser for having books around him at any rate; and we are far from affirming that he is not. Franklin said that a man with a library which he never reads, is about as respectable an animal as a donkey with a load of books on his back. In a sense that is true; but one day the old donkey dies, and his library is willed to a college. It must at least be said of him, that he helped learning by putting his capital into the publishing business, and now a thousand minds are fed on his stupid benefaction.

We shall recall that word, *stupid*. A certain dim consciousness animated his thoughts that there is good in gathering books together that somebody will read some day. It was a deal better than buying real estate, and locking it up in a testament for a hundred years, to increase for his heirs, and that would gain him the character of 'a very sagacious man.'

Ignorance pays a great compliment to knowledge when it fills the upper shelves of a huge book case with titles painted on wood. Even this shallow trick is not without the power to instruct; for the titles suggest ideas. It is a real pleasure to a scholar to read book titles, and the wooden ones are as good as any so long as he does not want to open them. But we are straying very widely from our original purpose in this talk. We meant to give some hints on the folly of indiscriminate book buying, and how it comes about, and how it may be prevented. Now as we know that short chapters are more read than long ones, and leave a better taste behind them, we shall cut our thread here, without promising to take it up at a future time.

3. UTILITARIANISM AND CHILDHOOD—BOOKS FOR THE YOUNG.

There is one respect in which I think too great a devotion to utilitarianism is doing mischief. An endeavour is being made to indoctrinate children with what is called useful knowledge, to the exclusion of fairy tales and other so-called useless imaginative literature. I have no sympathy with this. It is a wrong principle, and wrong in policy. The childhood of an infant, like the childhood of a nation, is a time when the imagination is the great inlet to knowledge, and it should be allowed to remain so. The poet is entitled to the childhood of every man and woman. The utilitarian may touch the finger-tips of the youth, and often may entirely clasp the hand of man, but the child is as useless to him as his knowledge is useless to the child. I count it, for example, an unwise, and even a cruel thing to tell a wondering child that a diamond is not a fairy marvel, but only so much black soot or charcoal. The fact has no interest for the child. It is indeed beyond his comprehension, and to the extent that it is apprehended it can only occasion perplexity. Tell a child, if it must be spoken to on the matter, that a diamond is so much sunlight condensed and crystallized, and you may enlarge its conception of that exquisite gem without misleading it. For in a sense which the greatest philosophers would acknowledge to be a just one, a diamond is so much imprisoned sunlight; and if you burn the diamond you can set the light free again. On such a conception a child's mind can lay hold, and grasp it as it grows better and better, till by and by it learns to qualify it by the added idea of a ponderable solid embodying the imponderable light, and so give wings to the chrysalis of thought. I am not objecting to teaching children utilitarian facts, but to teaching such facts so as to cripple the imagination, and morbidly develope or distract the intellect. A dwarfed and chilled imagination will help no one to study or to work. The boy who is greatly interested in 'Aladdin's Wonderful Lamp,' is sure by and by to be greatly interested in all the wonderful safety lamps, electric lamps, and self-lighting lamps of Davy and his successors; and I have noticed that all my school-fellows who have since distinguished themselves as men of thought or action were great story-readers in their early days.—*Lecture of the late Professor George Wilson.*

4. VALUE OF READING GOOD BOOKS.

The Rev. N. H. Chamberlain of Baltimore, made some fine suggestions respecting the value of reading good books, which we heartily commend:—"I exhort you to read *good books*, for good books have been, and will always be, your best friends. And I will ask you to notice here what one book, the best of books, has done for you. I do not forget that I stand to-night in a public theatre,* and I find in this spectacle one great lesson of Christianity. Such a spectacle as this is only possible where the Bible rules the world. In a Roman theatre, you would have had, instead of these beautiful young women, a show of gladiators hewing at one another with swords, and covering the arena with the dead bodies of some mother's sons, or a profane dance of Venus Anadyomene, and for an audience a howling and infuriated multitude thirsting for blood; and here are only living friends rejoicing in the gentle culture of daughters or of sisters. The Arabian Mohammed taught that women have no souls, and over all the world, all religions except Christianity have practically taught the same thing.

I beg you to notice what that one book has done for you—how it protects you, and honors you, and gives you culture, and calls your friends here, and furnishes us this Christian spectacle of young girls honoring themselves by public literary exercises before an honorable and sympathetic audience of Christian men and women. I charge you, then, to culture yourself with good books. For a good book is always the life-blood of a true soul, and it is a giver of life to all. Your friends desert you but a good book never deserts you. Your friends flatter you, but a good book never flatters. Your enemies malign you, but a good book never maligns you. You are troubled and harrassed with cares, but a good book, with its serene and saintly presence, meets you gently to give you rest. Human plans and institutions change or fall, but what is written is written, and a good book never alters. A good book is like the amber of the gods, in whose transparency the pure thoughts and lives of great men embalm themselves. A good book is a safeguard against oblivion and decay; it bridges over the gulf between the past and present, and makes the centuries kin; it is the advocate of honor as against all shame; it is the statesman of liberty as against all tyranny; it is the stumbling-block in the path of unjust kings; it is the friend of virtue, the herald of progress, the ally of our humanity; and with a sublime self-sacrifice, it would make every mother a Spartan, and sending forth her son to return with his shield or on it for human rights; and from age to age it inspires brave men with patriotism to guard the mountain defile of Thermopylæ against the beleaguring Medes and Persians, or man the fleet at Salamis for fatherland and liberty forever!

* The address was delivered in the Front Street Theatre, which had been hired for the occasion.

5. A READING AGE.

This is a reading age, and full of all kinds of books and papers. Everybody has a paper, even to the children. The news all goes into print, and the people read it and then talk about it. All the jokes, puns, fun, pleasant stories, and good lessons are printed, and so become public property. The best of things get *into* papers and books. Men's best thoughts and feelings, their cutest, funniest, loveliest ideas are spread upon paper. So by reading we get the best of everything—the cream of news and knowledge. How much young people lose, then, that cannot or do not read. Reading is talking on paper, and everybody who has a tongue and loves to talk should love to read.—*Youth's Friend.*

IV. UPPER CANADA EDUCATIONAL SYSTEM.

BY A BALTIMOREAN.

The Commissioners of Public Schools in Baltimore (Maryland) having deputed J. N. McJilton, Esq., of that city, to attend the late Educational Convention at Buffalo and Boston, he has reported the result of his observations in pamphlet shape. From this pamphlet (a copy of which has been kindly furnished) we make the following extracts from his report of a visit to the Educational Department for Upper Canada.

In connection with the foregoing notice of the proceedings of the American Normal School Convention, in which I have endeavoured to render the account as practical and useful as possible, I may refer to my visit to Toronto, in Upper Canada, and my examination of the Normal School located in that city.

The establishment of a Normal School in connection with the system of public instruction, as pursued in Upper Canada, was considered by the authorities or government in the year 1836, but it was not until the year 1847 that the necessary arrangements were completed for opening the institution. The school was commenced in the Government House, Toronto, and conducted there until suitable buildings were provided. The corner stone of the new building was laid by the Earl of Elgin on the 2nd day of July, 1851. It was completed and the school removed into it on the 24th November, 1852. The grounds consist of seven acres and a half. They are architecturally laid out and divided into walks and grass plots, beautifully arranged and elegantly ornamented with trees, shrubbery and flowers. The location is in the heart of the city, three-fourths of a mile from the northern shore of Lake Ontario, on a site that overlooks the city, and the lake as far as the eye can see. The site itself is an open square, bounded by Church street on the east, Gould Street on the south, Victoria street on the west and Gerrard street on the north. The cost of the ground and building

as at first erected was $100,000. An additional building was erected in 1858 fronting on Gerrard street. It is in the rear of the old building which fronts on Gould street, facing the south. The style of architecture is Roman Doric, surmounted by a Doric cupola 95 feet high. The schools were removed into the new apartments on the 15th of May, 1858, leaving the old building for use of the Educational Department and in the establishment of a school of Art and Design. The ground work of this school of Art and Design is laid upon an extensive scale. The apartments allotted to its use are spacious and convenient, and it already exhibits a fine display of works of art in sculpture, painting, &c. The offices of the Chief Superintendent of Education in the Province and his clerks and agents are in the building. Various articles used in schools, such as mathematical and other apparatus, globes, &c., are manufactured under the superintendence of the department. Specimens are exhibited for inspection and sale in rooms appropriated to the purpose. The books used in all the public schools are published under the same superintendence. They are kept for supply and sale in the building. Orders for the apparatus and books, &c., are sent from all parts of Canada by the heads of both public and private schools. Besides the supply of the schools authorized officially by the government a large and somewhat profitable trade is thus carried on. The object of the department is not, however, to realize profit from its supplies, but merely to meet the expenses incurred in the manufacture of the articles and publication of the books. The entire institution, including all its departments of education, manufacture and publishing, is under the supervision of the Rev. Dr. Ryerson, Chief Superintendent of Public Instruction in Upper Canada. The residence of Dr. Ryerson is in the vicinity of the institution, and it is visited and inspected daily by him. The general management of the institution is committed to a council of public instruction appointed by the Crown. Its immediate government is in the hands of the Chief Superintendent of Education.

THE NORMAL SCHOOL.

The Normal School, as now conducted, consists of the Normal department proper, and a male and a female Model Schools. The Normal School proper is entitled the school of instruction; its students are called teachers-in-training. The plan of instruction is by lectures. The students are instructed in the principles of education, and are taught how to teach in the use of the best methods of communicating knowledge to the youthful mind. The age of admission ranges from sixteen to thirty years. Female students are admitted at sixteen, male students at eighteen. The sessions are semi-annual. The winter session commences on the 8th day of January, and closes on the 22nd of June. The autumn session commences on the 8th day of August and closes on the 22nd of December. No student is admitted without a certificate of good moral character, dated within three months of the time of presentation, and signed by the minister of the religious denomination to which the applicant belongs.

Departments of Instruction.—The departments of instruction are two. They are termed the junior and senior divisions. To be admitted into the junior division the applicants must read the English language fluently; parse any common sentence of prose composition according to any recognized authority; write legibly and correctly; give the definition of geography, and exhibit a general knowledge of the relative positions of the principal countries of the globe with their capitals; the oceans, seas, rivers and islands of the world. They must be acquainted with the fundamental rules of arithmetic, common or vulgar fractions and simple proportion. Besides giving evidence of the above qualifications, the candidates are required to sign a declaration of their intention to devote themselves to the profession of school-teaching, and state that their object in coming to the Normal School is the better to qualify themselves for the important duties of the profession. No charge is made for tuition, or books, and the sum of one dollar per week, payable at the end of the session, is allowed them, provided that at the end of the first session they shall be entitled upon examination to a first class provincial certificate. The pay of future sessions is regulated in like manner by proficiency attested by the class certificates.

NORMAL SCHOOL LECTURES AND EXAMINATIONS.

Courses of lectures are delivered in the two departments—junior and senior, by the head and second masters. Each master has his department and lecture-room. The examinations for entrance and advancement are rigid, and require considerable time. The periods allotted to each are as follows:—(1) *Botany*, time 3 hours to answer 12 questions; (2) *Education and Art of Teaching*, one hour and a half, 16 questions; (3) *Book-keeping*, one hour and a half, 16 questions; (4) *Composition*—Themes are given, one hour and a half, 3 themes; (5) *Algebra*, one hour and a half, 18 questions; (6) Grammar, including Parsing, 3 hours, 33 questions; (7) *Practical Arithmetic*, three hours, 27 questions; (8) History—general English and Canadian, 3 hours, 40 questions; (9) Geography—general and Canadian, 3 hours, 33 questions; (10) *Geometry*, one hour and a half, 9 questions; (11) Mensuration and the Rudiments of Mechanics, one hour a half, 12 questions.

Each of the two classes is separated into two divisions for convenience in instruction and examination. An examination upon the previous lecture always precedes the delivery of the succeeding one.

A DAY IN THE MODEL SCHOOL.

The model school is divided into two departments, the male and the female. They are conducted on opposite sides of the building, with a hall between them, and entirely separated from each other as in the Normal department. They use different yards on different sides of the building. While the Normal school is called the school of instruction by lecture, the model school is called the school of instruction by practice. The pupils of the model school are taught and encouraged to give practical effect to the instruction they receive. Each school is divided into three classes, and each class is ordered to consist of fifty pupils. The popularity of the school, however, renders it necessary that more should be admitted. The classes at this time average about sixty each. The inhabitants of the vicinity insist that their children shall be admitted, and the Chief Superintendent is willing to oblige them to the extent allowed by propriety. There is a fee charged for tuition of 20 cents per week, which is payable in advance every Monday morning. Reports by the principals, with money, are sent to the office of the Superintendent every Tuesday morning.

Departments.—The departments in which the school is conducted consist of a large room for each of the sexes, with a class-room and a gallery for each; bonnet and hat rooms, and retiring rooms, one on the male side for the master, and one on the female side for the mistress. The galleries are rooms furnished with seats, that rise one above another to a height of six or seven feet, so as to bring the heads of the children in the rear above those in front, that they may all be in full view of the teacher. Explanations and recitations in nearly all the studies, are conducted in those galleries. The recitations are altogether unlike those that are allowed after the lesson has been committed to memory by the pupil. They are conversational in their character, and frequently produce considerable mental excitement in the pupils. In their desire to excel, they become animated to a high degree, and exhibit in their countenances and actions, the satisfaction they enjoy when they are able to answer the question propounded by the teacher. Notwithstanding the animated condition of the children, and the movements occasioned by it, there is excellent order maintained in the classes. Noise is a thing almost unknown, and the class is under such discipline as brings it to silence, and renders it motionless in a moment, and by a single sign from the teacher.

On Wednesday afternoons from 2.30 to 3.30 the classes are exercised in calisthenics.

Several periods on Friday afternoons are devoted to calisthenics and gymnastics in the boys' department, and to calisthenics and needlework in the girls' department. The school is opened by reading a portion of the Scriptures, singing and prayer. There is a library connected with the school, from which divisions II and III are allowed to take books on Friday afternoons.

The first period on Monday is occupied by the teacher in receiving the tuition fees of pupils.

The galleries and class rooms on either side are numbered 1 and 2 and the divisions of the classes, seven in number, are taken into them at different periods, according to the arrangement of the schedule. The large room, which is denominated "the school room," is used for the assembling of the pupils for slate practice, writing, drawing, &c. While a teacher has a division of a class in the class room or gallery, the other divisions are in the study room. The principal alternates in the use of study and class room and gallery with the other teachers. Reading and singing lessons are frequently conducted in the study room by several divisions or classes together. Text books are but seldom used. The lessons are given out by the teacher in familiar explanations of rules, &c., during which the pupils are required to repeat the same after the teacher. Questions are frequently asked during the lesson which the aptest scholars are very ready in answering. The memory is assisted in this way while the thinking process is encouraged.

As I was admitted into all the rooms during recitation I had an opportunity of observing the manner in which the lessons in spelling, reading, geography, grammar and arithmetic were conducted, besides the object lessons in some of the studies.

Spelling.—In spelling, the word is given out by the teacher in a distinct enunciation, and required to be written by the pupils on slates. In some instances the word is spelled by the teacher, and immediately followed by the imitation of the pupils. In the higher department of spelling, or rather in etymology, pupils are required to name roots, with prefixes, affixes, &c. Reading lessons are conducted with close attention to points, accent, emphasis, pauses, and

with elocutionary expression, the teacher frequently reading and requiring its imitation by the pupils.

Reading.—In reading, the voice of every child is distinctly heard by all the members of the class, who are engaged in watching closely for mistakes that they may have the credit of correcting them. The organs of the voice are trained for proper expression and clear enunciation. This is effected by constant practices, during which the corrections of the teacher are applied.

Geography.—Geography is taught principally in the use of the map with a hemispherical block to repesent the rotundity of the hemispheres. The equator, divisions of the zones, latitude and longtitude are represented; and countries, cities, towns, capitals, rivers, mountains, are pointed out, with descriptions in their physical character, and political and civil relations,—everything in fact in the geographical relations is communicated to the class, in familiar language, by the teacher, who in continual inquiries demands a repetition of his language by the pupils, together with answers to such original questions as may be suggested. Arithmetic, grammar and history, are taught in the same oral method, accompanied with exercises on the blackboard, and characteristic illustrations and explanations. Slates are freely used in nearly all the studies, upon which the pupils write their lessons, and work their questions in arithmetic.

OBJECT LESSONS IN THE GIRLS' MODEL SCHOOL.

One of the most interesting events of the visit was an object lesson, by a class composed of little girls from six to ten years of age. Having heard of the perfection to which those lessons had been advanced in the model school I was desirous of witnessing the exercise. The teacher readily complied with the request, and desired that I should make choice of the subject. As there was a large number of pictures representing the various departments of school study placed in grooves against the walls entirely surrounding the room, I asked if the exercise should be conducted in Natural History. The question was answered affirmatively, and a picture chosen upon which a camel and a cow were represented. Questions were asked relating to the class of animals to which the camel belong, the character and habits of those animals; in what they are alike, in what unlike; the peculiarities of the cow and its uses; those of the camel, and the countries in which it lives. The little pupils described, with surprising accuracy, the qualities that adapted the camel to the climate and condition of the countries it inhabits, its use in bearing burdens and in crossing the deserts, the peculiarities of its stomach, in the cells of which the animal carries water sufficient for a supply for several days, the adaption of the cushion-like arrangement of its foot to the sand or dust of the desert. The answers were generally promptly given, and if there was any hesitation in the class it was removed by the encouraging voice and manner of the teacher.

LESSON IN HISTORY, GIRLS' MODEL SCHOOL.

The recitation of the class in history was so perfect, that I was induced to ask the teacher what text-book she used. "I have no text-book," was the reply. "I mean," said I "the text-book you use in the preparation for the lesson." She answered, that she used all the books on history that she could procure in preparing herself for the conversational lecture, in which she communicated the facts and their relations to the pupils. The whole system of the school seemed to me to be a sort of conversational story telling process, in which the minds of the hearers were kept in continual excitement, and the interest prolonged by their being made parties in the free interchange of thought.

I was not only pleased but very much profited by my hurried examination of the educational process as pursued in the school; so much so, that the desire by which I was impelled to the first visit has been very much quickened for a second and more prolonged inspection. The interest of the occasion was not limited to the school-rooms. There is much to please and excite in the other departments of the institution. The museum, with its specimens of sculpture, paintings, &c.; the gallery, with its models of various character; the school of art and design; the library; all presented attractions, and afforded the means of study of the most pleasing and improving nature.

I cannot close this part of my statement without making the record of my obligations to the Rev. James Porter, local superintendent of the Public Schools of Toronto. He appropriated nearly an entire day in conducting me through the different departments of the institution, and explaining with great freedom and kindness the various objects of interest contained in them. The principals and assistant teachers of the Model School are gentlemen and ladies of the most intelligent and polite character. Without admitting of more than a moment's interruption in the process of study and recitation, they in all cases complied with my requests, by an exhibition of the classes in the regular order of their arrangement. Immediately upon the expression of the wish to hear a recitation, it was proceeded with in the most obliging manner, not only affording satisfaction, but exciting admiration in the issue. I had met Mr. Porter at the convention in Buffalo, and my interest in the schools of Toronto was much increased by his statements in relation to their organization and plans of study.

V. CANADIAN SCHOOLS, FROM A WISCONSIN POINT OF VIEW.

From a recent report of his tour published in the Wisconsin *Journal of Education*, by the Hon. J. L. Pickard, State Superintendent of Public Instruction, we make the following extracts relating to Canadian schools:—"Upon my return to the West by the Grand Trunk Railway from Portland to Detroit, the school systems of the Canadas were made my study. At Montreal I had a pleasant interview with Hon. P. J. O. Chauveau, Superintendent of Education for Lower Canada, Dr. Dawson, the head of McGill University, and with the Principals of two of the three Normal Schools of that Province. The Public School System of Lower Canada is yet in its infancy. Its advocates have much to contend with on the part of those who favour Parochial Schools. The schools established are still practically to a very great extent under control of church organizations. The Superintendent is a man of enlarged views, and an energetic worker. Montreal presents many attractive features to a visitor, but educationally does not yet compare with Toronto, where I found much to admire in the Normal School Building, with its galleries of statuary and paintings—its magnificent library, and its large collection of apparatus and maps—its beautiful grounds so tastefully laid out and so neatly kept. In the University of Toronto, where the very goddess of neatness and order seemed to have her seat, with the nicest collection in Natural History I have seen, though not the largest—in Trinity College and in the Lunatic Asylum—in all the educational institutions of Toronto, direct reference is had to the education of the taste of pupils, a thing too much overlooked in our own country. With the Rev. Dr. Ryerson, Chief Superintendent of Public Instruction for U. C., and with his Deputy, I had several very pleasant and profitable interviews. The details of their library system specially interested me. The facilities afforded the pupils of the Normal School of Upper Canada are certainly not surpassed upon this continent. During this journey I have had the opportunity of becoming acquainted more or less with the practical workings of the school systems of more than half of the States of our Union and of the Canadas. The results of this observation I shall hope to make use of in preparing the forthcoming Report from the department of Public Instruction."

JOURNAL OF EDUCATION, Upper Canada.

TORONTO: FEBRUARY, 1861.

*** Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases where so many letters are received (1,000 last month) on various subjects.

OFFICIAL REPLIES OF THE CHIEF SUPERINTENDENT OF EDUCATION, TO LOCAL SCHOOL AUTHORITIES IN UPPER CANADA.

(*Continued from the last No. of the Journal.*)

Powers and Duties of School Auditors.—There is no provision in the School Act authorizing the auditors to present their report at any other than the annual meeting of their section. What they have not presented at one annual meeting, they must present at the next annual meeting. It is the *auditors* who decide; not the meeting, except in case of doubt as to the *lawfulness* of an expenditure. The accounts of Trustees are to be audited by *auditors*, instead of by the *annual meetings* as heretofore. The auditors report the result for the *information* of the annual school meeting, not for its decision except, in the case referred to.

2. The auditors have to do with the *accuracy* of the trustees' accounts; but they are not censors of the trustees in regard to

the ability, and judgment and prudence with which the trustees have performed the duties of the offices to which they have been elected, and for performing which they receive no remuneration, any more than the township or county auditors are the judges of the contracts and acts which the county or township council have made or performed.

3. The trustees, as the elected school representatives and corporation of their school section, are the judges as to what teacher should be employed, how much should be paid him, how long the school should be kept open, and to what extent the school-house should be furnished with maps and other apparatus. The several clauses of the twelfth section of the school act of 1860, or the several clauses of the twenty-seventh section of the consolidated act, leave no room for doubt as to the *lawfulness* of the power and acts of the trustees in regard to any of these matters.

4. There cannot be such a thing as an *agreement* between the trustees and school section, as there may be between the trustees and teacher. In that sense, there can be nothing *binding;* but whatever the trustees, or a majority of them, have lawfully decided or may decide to do at a regular or special meeting, if consistent with law, can of course be carried into effect by them.

5. The trustees have a legal right, of course, to contract for building their school-house in such way as they think best to secure a well-built house. The trustees can have no interests different from those who have elected them, and upon whose behalf they act, especially as the new act of 1860 expressly excludes trustees from any personal interest in contracts with the school corporation. It is certainly not the acts, or business of a school section auditor to assume to inquire or judge as to whether trustees could have built a school-house for more or less than they have expended for that purpose, but simply to examine as to the accuracy of their accounts. Whether a house has been built by contract or otherwise many a man will be found to assert that it could have been built cheaper, and perhaps those who built could themselves build it cheaper now with their present experience. But with this auditors have nothing to do in examining the accuracy of the trustees' annual accounts, who perform an important and difficult duty in behalf of their neighbours and their children, and for which they receive no pecuniary remuneration whatever. All should rejoice at the completion of a good school-house, and that well furnished, and it must be a paltry spirit indeed that would seek to create dissension on the completion of so noble a work for a few dollars, and not unite to render it as great a blessing as possible to the whole neighbourhood, and especially to the rising generation.

Power of Trustees to erect School Houses.—In regard to the erection of a school-house, and everything appertaining to it, the power is vested in the elected Trustees, the same as the power of making laws is vested in the Legislature; and not in any public meeting in the one case any more than in the other. The Trustees may call a public meeting to consult on the subject, but the legal decision is with the Trustees. The only power of a public meeting in such a case is to decide upon the *manner* in which the sums requisite to purchase a school site, or pay for a school house, or support the school, shall be provided; but the amount required in all cases, the kind of school-house to be erected, or kind of teacher to be employed, is with the Trustees; and if a public meeting does not provide for all the sums required, the trustees can provide the balance by rate on the property of their section.

Obligations of Trustees in regard to keeping open a School.—Unless a school be kept open at least six months of the year it is not entitled to share in the School Fund at all; but if the Trustees close it six months of the year, they forfeit and lose to the School Section one half the amount of the School Fund, which they would receive did they keep open the school the whole year. Trustees are personally responsible for all school moneys forfeited and lost to their section through their neglect.

The Assessors' Roll the sole guide of Trustees.—The only ground and guide on which the Trustees of any school section, (union or otherwise) can lawfully levy and collect a school rate is the valuation of property expressed on the Assessors' Roll of the Township within the limits of which the rate is levied. There is no power in a public meeting, either by a majority or a unanimous vote, to fix any other valuation of property than that stated in the Assessors' Roll; and should the Trustees adopt any other valuation and levy a rate accordingly, such rate would not be lawful, and the Trustees and their Collector would render themselves (as has been the case in two or three instances) liable to be prosecuted by every ratepayer on whose property they thus levied a rate.

Proceedings in regard to Non-Residents.—The term Non-Residents in the School Act means parties residing out of the *School Section* on which the Trustees have levied a rate. The Trustees have no authority to levy and collect a rate without their section. A person therefore who resides ten rods beyond the limits of such section is as much a non-resident as if he resided at the distance of ten or fifty miles.

2. But in regard to the land of non-residents, if there are "*goods and chattels*" belonging to *any person residing on it*, or to the person owning or renting it, the Collector of the Trustees must seize such "goods and chattels," if the owners do not pay the rate; and the Trustees should not return any lands to the clerk of the Township except on the declaration that the Collector has not been able to find any "goods or chattels" on it.

3. In such case the provision of the law is positive and *imperative* that the Council must advance the amount of the school section Trustee rate on such non-resident lands. The Interpretation Act says that whenever the words "may or can" occur in any Act, they imply an option or discretion, but that the word "*shall*" is *imperative*. The word *shall* is the word in this clause of the School Act.

Non-Resident Children.—In the explanatory note to the provision of the law relating to non-resident children it is said that children *boarding* with persons who are not their legal guardians, and whose parents are not resident in the section, shall be considered non-residents. The origin of this note was, that arrangements were made by several parents to get their children boarded and sent to school in neighbouring sections where there was a free school, without paying any fee or school rate to the section,—such children, in most cases, working morning and evening to pay for their board. There is every difference between children *boarding* for a shorter or longer time in a family by special arrangement of their parents, and children *residing* with persons who assume the office of guardians, and whose houses are their only homes. It has been held that if a boy, though a minor, hires himself, or is hired to a person by the year, he is a *resident* in the place of

his employment, and is entitled to all the privileges of every resident of his age.

Right of Pupils to attend School.—It is the duty of the Trustees to admit, and the duty of the Teacher to teach, all residents (whether servants or children) of the Section between five and twenty-one years of age.

2. But the Trustees are under no obligations to admit, nor the Teacher to teach, any non-residents, whose parents or guardians have not land or property on which they pay rates in the section. If the Teacher teaches non-residents, others than those above mentioned, he should be remunerated for so doing, as the ~~Trustees can charge what rate bills they please for non-resident~~ children, even though the school be free to the children of the section; as the agreement between the Trustees and Teacher is for teaching the school of the section, and not for the benefit of those not residing or not having property in the section; unless indeed a special clause has been introduced into the agreement for that purpose.

Admission of Persons over Twenty-one Years of Age.—Sometimes, I regret to say, so narrow a view is taken of the provisions of the School Act, as to prevent a person from going to school because he happens to be a few months over twenty-one years of age, when he wishes to improve his education, and even when he pays taxes for the support of the school. Some of the greatest men in Europe had but little education when they were twenty-one years of age, and made all their acquirements afterwards. Humanity and patriotism dictate to us to afford, as well as improve every possible opportunity to acquire education and knowledge, whatever be our age or circumstances. As for myself, I am as diligent in studies yet as I was when I was at school.

2. Though the letter of the law does not *require* the common school to be opened to persons over twenty-one years of age, yet the Trustees of every school ought to be glad to encourage any person however old, who wishes to remedy in some degree the defects of his early education by coming to the school, complying with its requirements, and becoming a pupil in it.

DUTY OF CITY, TOWN, AND VILLAGE COUNCILS, TO RAISE THE NECESSARY SCHOOL RATE ACCORDING TO THE TRUSTEES' ESTIMATE.

IMPORTANT DECISIONS OF THE COURT OF QUEEN'S BENCH.

The School Trustees of the City of Toronto vs. *the Municipal Corporation of Toronto.*

Mr. Cameron, Q.C., obtained a rule in this term on the Municipal Council of the Corporation of Toronto to show cause why a peremptory mandamus should not issue, commanding them to assess and levy $30,000 ordered by the Board of School Trustees of the city to meet the expenditure of the Common Schools of the city for 1860, according to the estimate furnished by the Board to the Municipal Corporation, by levying such a rate upon the rateable property in the said city as shall be sufficient to raise the same sum of $30,000.

This rule was obtained upon an affidavit made by one of the School Trustees that the annual value of the whole rateable property in the city for the current year (1860) as finally settled by the Court of Revision, is $1,644,888.

That the School Trustees adopted the $30,000 as the expenditure required for the Common Schools for 1860.

That an estimate was accordingly furnished by the Trustees to the Corporation of the city, and that the City Council passed a by-law to assess and levy 1 cent and 6 mills in the dollar on the above named value for such Common School expenditure, and no more; but that such rate is not sufficient to raise $30,000—that it will require a rate of two cents on the dollar.

The City Council did pass a by-law which would have imposed a larger rate for school purposes, the particulars of which by-law are not shown to us; but afterwards, on the 24th October, 1860, they repealed that by-law, which had fixed the rate for the year, and appropriated the proceeds of it to various purposes, including school purposes, and they passed another by-law as a substitute for the first, and to this latter by-law they provide that of the proceeds of a rate of 15 cents in the dollar, imposed for all purposes mentioned in the by-law, the proportion of 1 cent and 6 mills shall be applied to "defray part of expense of Common School Education."

No affidavits have been filed in answer to the rule.

It is sworn that the City Council have been called upon by the School Trustees to impose the necessary rate of two cents in the dollar upon the whole value of rateable property, and have declined to do so.

In showing cause against the issuing of a peremptory mandamus, they take the ground that the School Trustees have no right to insist that the city shall impose a rate for school purposes because they may have the means in their hands of defraying the expense, or part of it, without such rate, or they may choose to raise the sum by a loan.

And they object further that, as the School Act enabled School Trustees to raise the money themselves by rate, they are not in want of the extraordinary remedy by mandamus, and on legal principles have therefore no right to it.

Chief Justice Robinson delivered the Judgment of the Court.

In the case cited of the Brockville School Trustees *vs.* the Town Council of Brockville, 4 U. C. R. 302, this Court had granted a mandamus nisi to which a return was made, and that return brought up a particular question, whether the Trustees had or had not proceeded irregularly in an important step which they had taken in substituting one general school for four local schools, and incurring without reference to the ratepayers a large expense in creating the new school. The Town Council rested their opposition to raising the money by rate on the ground that the measure of the Trustees was illegal.

This was an important question, which both parties desired should be determined by the Court, and it was raised in that formal manner on the return to the mandamus. The Court were bound to give judgment on the sufficiency of the return made by the Town Council, and finding it to be insufficient they decided accordingly, and the writ was ordered. The ground taken here, that the School Trustees had power by law to raise the rate themselves, and therefore could not call upon the Court to command the Council, does not seem to have been taken, and it is not likely that it would be, because the objection went to the right to raise the rate either by their own means or the other, on account of the alleged illegality of the expenditure in putting up the new school-house. That case, therefore, can not be relied on as an authority for maintaining that the Trustees can, as a matter of right, insist in all cases on the Municipality raising the money by rate. Then, looking at the other case of the School Trustees of Port Hope *vs.* the Town Council of Port Hope, 4 C. P. U. C. 418, and School Trustees of Galt *vs.* the Municipality of Galt, 13 U. C. Rep. 511, and looking at the existing School Act, ch. 14, Consolidated Statutes Upper Canada, I think it results from the whole that the Court may, if it shall seem to them to be manifestly proper in any case in the facts before them, order the Municipality of a city to raise a rate, notwithstanding the School Trustees might, under the Act, impose and collect the necessary rate themselves. I take this case to come expressly under the 79th sec, of ch. 64. Here the School Trustees have laid before the Council their estimate of the sum required for the year for school purposes, whereupon the statue says, p. 757, Subn 11 (f.), "And the Council of the city, town or village, *shall* provide such sum in the manner desired by the said Board of School Trustees."

I am not sure what may be meant by the words "in the manner desired." It can hardly mean that they are to determine for the Council whether the money shall be paid out of city funds that may be had, or borrowed on debentures, or raised by rate, and if by rate the manner of levying. It means rather, I suppose, that the City Council are to take care and provide at such periods and in such sums as it may be called for.

The sub-section 12 of this clause is all that I find in the existing School Act which gives power to the Board of School Trustees in a city to levy school rates, and that seems to be a mere discretionary power that may be exercised in aid of the power of the city to collect school moneys; and when the Trustees levy money under that provision, it would not be on ratepayers generally, but on the parents or guardians of the children attending any school under their charge. These at least are not co-extensive powers.

It is very reasonable for the City Council to say that the Trustees cannot dictate to them, neither should the Court order by what means they are to provide money, whether by rate or loan, and in the case from Port Hope, 13 T. C., Rep. 511, that objection was answered by the Court to have much force.

But in all that is before us in this case we see—

1st. That the City Council have received the usual estimate for the year, and have objected to it.

2nd. That they proceeded to provide by by-law for raising the whole sum by rate.

3rd. That they afterwards in effect cancelled what they had done, so far that they have provided a less rate, which will only produce a part of the sum, and will leave the rest unprovided for.

4th. That having every opportunity of showing what their reason was for doing this, they have given no reason, but leave to their full force the grounds of complaint which the Trustees have laid before us.—If they substituted a rate of one cent and six mills for a rate of two cents, because that would produce the sum required, or because they have paid, or are ready to pay, or mean to provide the residue by law, or from their current general purpose funds, or for any other good reason, we may take it for granted they would have laid the reasons before us by affidavits.

Not having done so, we are bound, I think, to proceed upon the assumption that they have no good reason to offer.

The interests of the Common Schools are too important in a large city to admit of a sudden suspension of their proceedings, from any dispute of this kind between the two authorities, if it can possibly be avoided. It would produce the utmost inconvenience.

I think we must make the rule absolute, for the obligation upon the City Council under the Statutes is express in its terms, and no good reason has been shown why, since it has been executed in part, it has not been executed to the full extent.

The cases cited, 2 B. and Al. 646, and 6 B. and C. 181, are satisfactory authorities for the purpose for which they are cited, but do not apply under the circumstances of this case to restrain us from doing what we can to prevent what, for all that appears, might come to be a great public evil. If the City Corporation shall hereafter show that they have rendered it unnecessary to levy a rate as required by providing the money without delay, either wholly or in part, from other sources, they may be assured that no fault will be found with such a course.

It is but just towards the city to suppose that they were prepared to meet the estimate without levying a rate, they would not have left them to this time unpaid, or at least such amounts on account as were from time to time required.

Rule absolute.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the masters of the Normal School, and under the authority of the following section of the Upper Canada Consolidated Common School Act, 22 Victoria, chap. 64, has granted to the undermentioned Students of the Normal School, Provincial Certificates of qualification as Common School teachers in any part of Upper Canada:

"107. The Chief Superintendent of Education, on the recommendation of the teachers in the Normal School, may give to any teacher of Common Schools a certificate of qualification, which shall be valid in any part of Upper Canada until revoked; but no such certificate shall be given to any person who has not been a student in the Normal School."

The certificates are divided into classes, in harmony with the general programme according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the certificate.

Each certificate is numbered and recorded in the Register of the Department in the following order:

Twenty-third Session.—Dated 22nd December, 1860.

Males.

First Class—Grade A.

1155 Farewell, Geo. McGill (1078.)*
1156 Hocking, William Francis.
1157 McKay, Hugh Munro (1075.)
1158 McKee, Thomas (433.)
1159 Moore, Charles Boyd (1065.)
1160 Price, Robert (619, 1072.)

First Class.—Grade B.

1161 Bell, Robert.
1162 Doan, Robert Wilson (702.)
1163 Lu-k, Charles Horace.
1164 McCulley, Alfred (795.)
1165 Sinclair, John (1078.)
1166 Sing, Samuel (1098.)
1167 Stewart, Thomas (1079.)

First Class.—Grade C.

1168 Kidd, William (910.)
1169 McCamus, William (1091.)
1170 Margach, John Lewis (1096.)
1171 Pysher, David (723, 1077.)

Second Class—Grade A.

1172 Anderson, William (1080.)
1173 Clements, William.
1174 Duncan, Alexander (816.)
1175 Glashan, John.
1176 Hanly, John.
1177 Johnston, John.
1178 McFarlane, Laughlin (1098.)
1179 Magrath, Patrick.
1180 Young, Egerton Ryerson.

Second Class.—Grade B.

1181 Beattie, Jeremiah.
1182 Blanchard, Samuel Gray.
1183 Bolton, Jesse Nunn.
1184 Code, John Richard (1008.)
1185 Fleming, William (1103.)
1186 Foster, Ralph (552.)
1187 Gerrie, James.
1188 Graham, Charles.
1189 Graham, John.
1190 Hammond, William (1104.)
1191 Keddy, John.
1192 Kermott, Charles Holland.
1193 Kiernan, William Malcolm.
1194 Morrison, Adam.
1195 Mulloy, Nelson (1106.)
1196 Richardson, James (1107.)
1197 Switzer, Parmenio Alvan.

Second Class.—Grade C.
(Expire one year from date.)

1198 Andrew, Archibald.
1199 Ball, Edward Martin (1005.)
1200 Davidson, Archibald.
1201 Dean, Andrew Daniel.
1202 McDougall, Duncan.
1203 Rogers, George.
1204 Young, William Howie.

Females.

First Class.—Grade A.

(None.)

First Class.—Grade B.

1205 Grece, Martha Zenobia (1122.)
1206 Hornell, Mary Johnston (947.)
1207 St. Rémy, Harriet A. A. Le Lievre de.
1208 Umney, Lilly (962, 1119.)
1209 Yeates, Elizabeth (1126.)

First Class.—Grade C.

1210 Childs, Sarah Elizabeth (1048, 1121)
1211 Dunn, Hannah Olivia (1129.)
1212 Fraser, Charlotte (1131.)
1213 Hendershot, Melissa Frances, (1135.)
1214 Kerr, Marion.
1215 McAllan, Annie (1136.)
1216 McCulley, Esther (841.)
1217 Rattray, Jessie Sophia (1055, 1123.)

Second Class.—Grade A.

1218 Armstrong, Annie Linda (1086)
1219 Bethell, Dorinda Graham (1141)
1220 Cummins, Marg'ret Eliza (1144)
1221 Gunn, Jane (1147.)
1222 Millard, Alice Gay (1151.)

Second Class.—Grade B.

1223 Bishop, Maria Agnes.
1224 Coady, Harriet Esther (672.)
1225 Hanlon, Ellen Victoria.
1226 McCarthy, Catherine.
1227 Reed, Georgiana.
1228 Smith, Jenny.
1229 Turner, Eliza Ann.
1230 Wood, Mercy.

Second Class.—Grade C.

(Expire one year from date.)

1231 Beattie, Grace Shepherd.
1232 Beckett, Emma.
1233 Brown, Elizabeth Jeffrey (1045)
1234 Emery, Marion.
1235 Graham, Mary Caroline.
1236 Griffin, Ellen.
1237 Hills, Isabel.
1238 Jones, Anna Elizabeth.
1239 Moffatt, Susan Wait.
1240 Pollock, Jane.
1241 Rogers, Ellen (1152.)
1242 Smith, Sarah Anne.
1243 Vallance, Margaret.
1244 Wickson, Emma.

Expired Certificates.

The certificates of the *Second Class, Grade C*, granted subsequently to the Nineteenth Session, have been limited to one year from their respective dates. In the *Journal of Education* for July, 1860, a list of certificates not valid after 22nd June of that year, was published, and the following list shows those which EXPIRED ON 22ND DECEMBER, 1860.—Trustees should take notice that such certificates have no further value.

Males.	Females.
1005 *Obtained 2nd Class C.* (1199.)	1045 *Obtained 2nd Class C.* (1233.)
1006 Beer, William.	1046 *Obtained 1st Class C.* (1114.)
1007 Clark, William Andrew.	1047 Chambers, Mary.
1008 *Obtained 2nd Class B.* (1184.)	1048 *Obtained 1st Class C* (1210.)
1009 Fitchett, David.	1049 Clark, Maria Chapman.
1010 Haight, George Lester.	1050 *Obtained 1st Class B.* (1112.)
1011 Jackson, Duncan.	1051 Freeland, Henrietta.
1012 Keam, Peter.	1052 Grainger, Mary Jane.
1013 McHale, John.	1053 *Obtained 2nd Class B.* (1134.)
1014 McLean, Archibald.	1054 Patterson, Elizabeth Caroline.
1015 Messmore, Alexander.	1055 *Obtained 1st Class C.* (1217.)
1016 Munn, John.	1056 Robertson, Margaret.
1017 Platt, George Albert.	1057 *Obtained 2nd Class B.* (1139.)
1018 Vimalstine, William Henry.	1058 Shurtleff, Mary Jane.
1019 Wilcox, Richard Jefferson.	

Certified,

ALEXANDER MARLING,
Registrar.

EDUCATION OFFICE, January, 1861.

* The figures in brackets indicate the number of a previous certificate obtained by the student named.

THE BIBLE IS THE FORMATION OF CHARACTER.

An English barrister who was accustomed to train students for the practice of law, and who was not himself a religious man, was once asked "why he put students, from the very first, to the study and analysis of the most difficult parts of the Sacred Scriptures?" "Because," said he, "there is nothing else like it in any language for the development of the mind and character."

VII. Biographical Sketches.

No. 4.—THE EARL OF ABERDEEN, K.G.

The deceased peer, had he lived, would, in a few weeks have completed his 77th year, having been born in Edinburgh in 1784. The first important diplomatic post he filled was the embassy at Vienna. This was entrusted to him in 1813, his age being at that date no more than 29. It was at Troplitz, in November, 1813, that, as ambassador to Austria, he effectuated the negotiations which included the father-in-law of the Emperor Napoleon in the general combination against Imperial France, and precipitated the catastrophe, the first scene of which closed at Fontainebleau. In conferences, negotiations, treaties, and compacts preceding and following the sojourn in Elba, and those again which, after the battle of Waterloo, were presumed to place on a basis of unassailable strength the designs of statesmen in the interests of their respective masters, Lord Aberdeen took part, and acquitted himself with creditable ability within the line prescribed for him by the cabinet. It would be inexact to say that in his diplomatic capacity Lord Aberdeen initiated a line of policy, but he adequately represented and supported that with which he was charged. In the year 1828, after the brief administration of Canning and Lord Goderich, the Duke of Wellington undertook to form a Government, in which Lord Aberdeen was nominated to the Foreign-office. He shared the fortunes and misfortunes of the Duke of Wellington and Sir Robert Peel consequent on the disruption caused by the Emancipation Act; and he stood side by side with them during the vicissitudes of the Reform era. Of course he took office, and left it (on this occasion, however, for the Colonies), during the short conservative interregnum of 1834-35; and equally of course resumed his old position in the Foreign-office, when, in 1841, Sir Robert Peel obtained a more durable lease of power. From the fall of Sir Robert Peel down to the formation of the coalition ministry in 1852, Lord Aberdeen experienced another long interval of exclusion. In February, 1856, he was succeeded by Lord Palmerston. Since then Lord Aberdeen has not taken a prominent part in politics, though occasionally addressing the peers, and always listened to with the peculiar deference which is paid to only two or three other members of the house. He was known to have been honored in a special manner with the personal confidence and esteem of his sovereign.

Lord Aberdeen was the fourth in succession in the Scottish earldom, which was created in 1682. In 1814 he was created a viscount of the United Kingdom. He succeeded his grandfather in the family estate and Scottish honors in the year 1801. He was married twice; first, in 1805, to a daughter of the first Marquis of Abercorn who died without issue in 1812; secondly, in 1815, to the relict of James Viscount Hamilton. This lady's son by her first husband became subsequently the second Marquis of Abercorn, so that the nobleman just deceased was son-in-law to the first and step-father to the present marquis, to whom his son, Lord Haddo (by the second marriage), the present earl, is of course half-brother. On his retirement, in 1855, he received the honor of the vacant Garter. He was also Knight of the Scottish Order of the Thistle. His Lordship was Chancellor of University and King's Colleges, Aberdeen, Ranger of Greenwich-park, an Elder brother of the Trinity House, and for some time President of the Society of Antiquaries. His Lordship's discretion was much confided in by his countrymen of the Presbyterian persuasion; and, during the disputes which arose upon the patronage or "intrusion" question, he acted for a while as a kind of umpire between the contending parties; but his mediation could not avert a final rupture. We see from Burke's "Peerage" that the Gordons, Earls of Aberdeen, and the Gordons, Dukes of Gordon and Marquises of Huntly, derive from a common progenitor—the earls preserving throughout male descent, the dukes springing from the heir-female of the senior line, Elizabeth Gordon. An ancestor, Patrick Gordon, of Methlic and Haddo, grandson of Patrick Gordon, slain at the battle of Arbroath, obtained charters under the great seal, from James III., in 1841, from James IV., in 1505, and from James V., in 1514.

No. 5.—THE DUKE OF RICHMOND, K.G.

The death of the Duke of Richmond, which took place at his residence, will revive among the readers of military history some of the incidents of the battle of Waterloo. It was at the house of the father of the Duke that the ball took place in Brussels three days before the battle, where Wellington first received the news of the advance of Napoleon, and gave the occasion for Byron's spirit-stirring description—"There was a sound of revelry by night," &c. The Duke just deceased was then Lord March, and aide-de-camp to Wellington. It will be remembered that the British chief was very anxious for the safety of the farm of Hougement. It was the key to the British position, and against that farm, the value of which the keen eye of Napoleon readily detected, the French attacks were chiefly levelled. Several times during the day Lord March rode through the hottest fire to learn the position of affairs at the farm. The late Lord Saltous here held a command of a detachment of the Foot Guards. Impatient at the Duke of Wellington's perpetual inquiries, Saltous at length exclaimed:—"Don't be a fool, March. Tell His Grace we'll hold the place while there is a man left." Back rode Lord March to the Commander-in Chief, exclaiming:—"It's all right, sir, Saltous is there." The Duke did not send again. Thirty-two years subsequent to the battle of Waterloo, Lord March, now become Duke of Richmond, made great efforts in the House of Lords to procure the grant of a medal for the soldiers of the Peninsula.

No. 6.—THE NOTABLE DEAD OF 1860.

The year which has just closed has not been distinguished, like the one which preceded it, by the removal of many illustrious writers and men of commanding ability. 1859 witnessed the descent to the tomb of Baron Humboldt, Lord Macaulay, Washington Irving, Prescott, Hallam, Brunel, Stephenson, Leigh Hunt, Lady Morgan, DeQuincy, DeTocqueville, Prince Metternich, C. R. Leslie, and Thomas Crawford. The year 1860, however, carried away some remarkable scholars, writers, and thinkers, both in Europe and America. Among them we may mention William Grimm, Theodore Parker, Chevalier Bunsen, Ernest M. Arndt, Mrs. Anna Jameson, Abbe Huc, G. P. R. James, Albert Smith, S. G. Goodrich, (Peter Parley), Rev. Dr. Croly, Sir Wm. Napier, William E. Burton, and J. K. Planding.

Death has also been busy with his sickle, garnering into the common receptacle for humanity, the titled and the untitled. The Grand Duke of Mecklenburg Strelitz, Sir Charles Napier, Admiral Dundonald, Robert Stephenson, James Wilson, (Chancellor of the Indian Exchequer,) Sir Charles Barry, Henry Drummond, and Prince Jerome Bonaparte, have all paid the penalty of our sinful natures.

VIII. Papers on Practical Education.

1. MUSIC AS AN AID TO DISCIPLINE IN SCHOOLS—ITS PHYSICAL AND MORAL INFLUENCES.*

1. As an *aid to discipline* I consider music without a rival. Practical and vocal music is demanded at this point. Musical attraction is the motive power in discipline, and it needs only judicious management to render it a powerful agent. The universal love of music, even of an ordinary character, in children, is the basis of sure success. I call it a *moral suasion* machine, cultivating the disposition, and modifying all the harsher elements of our nature. As such it operates in the development of mind, in the school especially, as well as in all other relations. In many instances it is the chief inducement for persons to attend school. It will induce them to be punctual in the morning, and remain, if necessary, late in the evening. It will promote punctuality and precision at recess. By the aid of an instrument, which I would by no means be without, scholars at recess could leave and enter the room with measured step. When children have lost their natural temperament, either of mind, body or soul, by too much or too little labour, when they become stupid, or have fallen *asleep*, when irritable, quarrelsome, and hostile to each other, through envy, emulation, malice or any other passion, let no man say that singing a song is not the balm for these maladies until he has thoroughly tried. The effect is magical indeed. Music hath charms to *soothe* even the *savage breast*. I have known of certain lessons being successfully learned only by the aid of music applied to them, and then being rehearsed in concert by the class or school.

In all cases it operates as a kind of recreation, a pleasure, yea, an enchantment, which entices and chains them to the school; they are made to love the school before they agreed to love it. Music has more power to control and subdue the passions, to inspire gentleness, awaken ambition, to create mutual respect and love, than all the disagreeable comparisons, notorious distinctions, rods, dunce blocks, and other corporeal punishments ever introduced into schools.

2. *Its physical influence.* The exercise of the lungs produced by the cultivation of the voice is one of the best preventives against pulmonary diseases. The Germans, who are a nation of singers, require music taught in the schools for the double purpose of disseminating the science and guarding against disease; and it is a significant fact that comparatively very few persons die of consumption in those countries where music is most generally taught. A portion of the lungs in healthy persons is ordinarily inactive, and this inactivity, without caution, would promote disease, but vocal music

* See list of Musical Requisites, page 32.

brings into exercise every portion of the lungs, and tends to keep them healthy.

3. *Its moral influence.* Some English writer has said,—"Let me make the songs of a nation and I care not who makes their laws." Whatever the writer meant in relation to the sentiment of his songs, he certainly leaves us to suppose he relies much upon the melody and execution of them. He depends much upon the power to appreciate music, and a disposition to be controlled by it. The same principle is recognised in our temperance meetings and political campaigns, and it should be allowed here as in all other departments that the moral influence may be *good* or *bad*. Music appeals to, and is expressive *of*, every passion. It is said of Beethoven that his visitors could judge what would be their reception by him by the music he was playing when they approached his study, and that when he was executing a certain kind of melody no one ventured to disturb him.—*A. J. F. in the Rhode Island Schoolmaster.*

2. VOCAL MUSIC IN SCHOOLS.

Teachers, who wish to make their schools interesting, if they have not yet introduced vocal music, should do so at once; and as he who understands the principles of music, can teach it with better success, than he who is ignorant of even the elementary principles—so those who do not understand it, should study it as soon as possible, if they wish to keep pace with this progressive age. We do not believe in such a thing as not being able to learn to sing. The Creator, it is true, has blessed some with more talent and better voices than others, but we must improve those we have, and we can at least do something.

Page, in speaking of vocal music, says:

"Music is becoming an exercise in our best schools; and wherever introduced, and judiciously conducted, it has been attended with pleasing results. It promotes good reading and speaking by disciplining the ear to distinguish sounds; and it also facilitates the cultivation of the finer feelings of our nature. It adds very much in the government of the schools, as its exercise gives vent to that restlessness which otherwise would find an escapement in boisterous noise and whispering, and thus it often proves a safety-valve, through which a love of vociferation and activity may pass off in a more harmless and a more pleasing way."—*Manheim Sentinel.*

3. EFFECTS OF MUSIC UPON THE SICK.

Florence Nightingale says:—The effect of music upon the sick has been scarcely at all noticed. In fact, its expensiveness, as it is now, makes any general application of it out of the question. I will only remark here, that wind instruments, including the human voice, and stringed instruments, capable of continuous sound, have generally a beneficial effect—while the pianoforte, with such instruments as have no continuity of sound, have just the reverse. The finest pianoforte will damage the sick, while an air like "Home, Sweet Home," or "Assisa pie d'un salica," on the most ordinary grinding organ, will sensibly soothe them—and this quite independent of association.

4. NOTES OF LESSON ON FISH.

INTRODUCTION.

Educe from class the name of most of those animals that live in he sea.

DESCRIPTION.

Or what they look like. Form of fish well [adapted] for the element] in which they live. Some fish amongst largest of animals, while some are amongst smallest,—body, long,—gradually gets smaller towards head and tail,—most fish covered with *scales*, which differ considerably in shape;—scales sometimes marked with [minute] lines, and exhibit brilliant colours, which make them look very beautiful, especially if seen in water when sun shines. [Cold blooded animals,] they have *fins* instead of feet, and [*respiration*] is carried on by *gills*,—fins help to [propel] them through water,—young produced from eggs,—sense of sight, very good,—eye, round.

DISTRIBUTION.

Fishes are found in oceans, seas, rivers and lakes, certain [limits] which they seldom pass.—Some fish live in [temperatures] in which persons would suppose they could not possibly live. Thus, fishes have been discovered in hot springs; and Humboldt, a celebrated American traveller, tells us, that he found them thrown up alive from the bottom of an [exploding volcano,] with water nearly at the boiling points. Also found in ice in [*congealed*] state; with gradual thawing of ice, life returns. In North of Europe Perch and Eels, are often [transported] from place to place in frozen state. Same species or kind will thrive in very cold and very hot climates. The delicate Gold-fish has been known to thrive so.

FOOD.

Most large fish live upon smaller ones. Many live upon [marine vegetables.] Star fish, and other similar animals, are also eaten, although bodies are so well defended. Very [voracious.]

N.B.—Words, and sentences, in brackets, to be explained, those in *italics* spelt.—FRANCIS T. READ, Bristol, *in Pupil Teacher.*

5. THE SCHOOL HOUSE PLAY GROUND.

The school house should stand in a dry and airy situation, large enough to allow a spacious play ground. No pains should be spared on this principal and paramount department of a proper infant school. The more extensive the ground may be, the better; but the smallest size for 200 children, ought to be 100 feet in length, by at least 60 in breadth. It should be walled around, not so much to prevent the children from straying, as to exclude intruders upon them, while at play; for this purpose, a wall, or close paling, not lower than six feet high, will be found sufficient. With the exception of a flower border, from four to six feet broad all round, lay the whole ground, after levelling and draining it thoroughly, with small *binding* gravel, which must be always kept in repair, and well swept of loose stones. Watch the gravel, and prevent the children making holes in it to form pools in wet weather; dress the flower border, and keep it always neat; stock it well with flowers and shrubs, and make it as gay and beautiful as possible. Train on the walls cherry and other fruit trees and currant bushes; place some ornaments and tasteful decorations in different parts of the border—as a honeysuckle bower, &c., and separate the dressed ground from the gravelled area by a border of strawberry plants, which may be protected from the feet of the children by a skirting of wood on the outside, three inches high, and painted green, all round the ground. Something even approaching to elegance in the dressing and decking of the play ground, will afford a lesson which may contribute to refinement and comfort for life. It will lead not only to clean and comfortable dwellings, but form a taste for decoration and beauty, which will tend mainly to expel coarseness, discomfort, dirt, and vice, from the economy of the humbler classes.—*Mr. Wilderspin, quoted in Papers for the Teacher.*

IX. Miscellaneous.

1. A VOICE FROM THE PENITENTARY.

The following beautiful lines were found pencilled by a convict, in one of the books belonging to the Library of the Provincial Penitentary.*—*Kingston Herald.*

MOTHER.

I've wandered far away, mother,
Far from my happy home,
And left the land that gave me birth,
In other climes to roam;
And time since then has rolled his years
And marked them on my brow,
Yet still I think on thee, mother
I'm thinking on thee now.

When by thy gentle side, mother,
Thou watched my dawning youth,
And kissed me in your pride, mother,
Taught me the word of truth.
Then brightly was my soul lit up
With thoughts of future joy,
Whilst your bright fancy garlands wove,
To deck thy darling boy.

I'm thinking on the day, mother,
When, with such anxious care
You lifted up your heart to Heaven,
Your hope, your trust was there.
Fond mem'ry brings the parting glance,
Whilst tears rolled down my cheek,
That last long loving look told more
Than ever words could speak.

I'm lonely and forsaken, mother,
No friend is near me now,
To soothe me with a tender word,
Or cool my burning brow.
The dearest ties affection wove
Are all now torn from me,
They left me when my trouble came,
They did not love like thee.

* See page 19.

I would not have thee know, mother,
How brightest hopes decay,
The tempter with his baneful cup
Has dashed them all away;
And shame has left its venom sting,
To rack with anguish wild,
Yet still I would not have thee know
The sorrows of thy child.

I know you would not chide, mother,
You would not give me blame,
But soothe me with a tender word
And bid me hope again.
I'm lonely and forsaken now,
Unpitied and unblest,
Yet still, I would not have thee know
How sorely I'm distressed.

I've wandered far away, mother,
Since I deserted thee,
And left thy trusting heart to break
Beyond the deep blue sea;
Yet mother still I love thee well,
I long to hear thee speak,
And feel again that balmy breath
Upon my careworn cheek.

But ah! there is a thought, mother,
Pervades my beating breast,
That thy freed spirit may have flown
To its eternal rest.
And as I wipe the tear away,
There whispers in my ear
A voice that speaks of Heaven, mother,
And bids me seek thee there.

---

2. TASTE NOT—A STORY FOR BOYS.

Who hath woe? Who hath sorrow? Who hath contentions? Who hath babbling? Who hath wounds without cause? Who hath redness of the eyes? They that tarry long at the wine.—Prov. XXIII 29.

A happy little boy was Freddie Felix—happy because he was good—almost idolized by fond parents as their first born, the pet of the household, loved by all his schoolmates, and a general favourite; indeed,

"None knew him but to love him,
Nor named him but to praise."

The halcyon days of childhood passed, and Freddie, a fair, promising youth, bade fair to become an ornament to society, with popularity undiminished, his sunny smile, cheerful mien, and gentlemanly bearing insured him a cordial welcome wherever he appeared.

One evening he attended a gay wedding party, where the "glasses sparkled on the board," and "the wine was ruby bright;" he was repeatedly invited to drink, and as often refused, and not until the fair bride insisted on a health did he assent.

Fatal glass! it was the first—would to God it could have been the last. He little thought that in drinking a health to the bride—he was drinking ruin to his own immortal soul.

Let me entreat you, my dear boys, to beware of the first false step. That once taken, how rapidly, how smoothly we glide down, down to eternal perdition.

"Poor Fred! poor fellow!" was echoed and re-echoed by former friends, who were dropping off, one by one, wisely shunning the inebriate.

His devoted mother, with heart withering in her bosom, vainly tried to conceal his fault, and loved him more dearly since deserted by others.

His father, all his bright hopes blighted, threatened to disown him; but the unfortunate son promised to reform, and did for a while abstain.

In the meantime he married an amiable, pious woman, but his future was paved with broken vows and ill-kept resolutions.

Poor Fred, fallen and degraded, has passed through all the dark and gloomy scenes of a drunkard's life.

His windows, with broken panes, have been stuffed with old rags, until the bright sunlight was shut out, and with it health and happiness: his wretched abode was made more sorrowful by the cries of his children for bread, and the bitter tears rolling down his wife's pale cheeks, once blooming in health, now pallid and sunken from want.

Heart-broken wife! she will hunger and thirst no more forever; her last tears of anguish are shed; she rests from her cares on the bosom of her Saviour.

You think now, my dear boys, Fred is a reformed man, you think he could not witness such distress and still pursue the same downward courses that caused it; you must remember, the strong fetters of intemperance are hard to break.

His children have deserted him; he is now almost friendless and alone in the world; one faithful heart still clings to him, and prays without ceasing for his reformation, not without hope that her prayers may be heard, and happily answered.

From that first glass at the wedding party, we can date the downfall of the victim of intemperance.

I trust all my dear young readers will take warning, and "look not upon the wine when it is red." At the last, "it biteth like a serpent, and stingeth like an adder."—*Episcopal Recorder.*

X. Short Critical Notices of Books.

—— SCOTTISH LIFE AND CHARACTER: by S. B. Ramsay, LL.D., Dean of Edinburgh. Boston: Ticknor and Fields. So popular has this work been in Britain, that it has already gone through seven editions in Edinburgh since 1850. The present American edition has been prepared by the author himself. It is an entertaining book, full of genuine Scottish humor and anecdote. The paper and typography are excellent.

—— TRAVELS IN THE REGIONS OF THE AMOOR; by T. W. Atkinson, F.R.G.S. New York: Harper and Brothers. The author of this work has already published an interesting book of Travels in Siberia. This reprint of an English work is a companion volume, and contains a sketch of his further travels in Asia, in the regions of the Upper and Lower Amoor river, and in the recent Russian acquisitions on the confines of India and China. It is interspersed with accounts of his adventures among the mountain Kirghis and the hunting and pastoral tribes in those parts of Asia. The map and illustrations are very good, and the type is large.

—— HAND BOOK OF MEDICAL INFORMATION AND ADVICE. *London:* James Hogg and Son. This work has been prepared by a physician, and contains a brief account of the nature and treatment of common diseases, hints to be followed in emergencies, and suggestions as to the management of a sick-room, and the preservation of health. The book is well printed on good paper.

READINGS FOR YOUNG MEN, &c. London: James Blackwood. This book is made up of a series of readings, in the shape of extracts from various works, and anecdotes, &c., containing advice and rules for the guidance of young men, merchants and others, in the great business of life. It is a useful compilation.

—— THE BOOK AND ITS STORY. New York: Carter and Brothers. This is a very nice reprint of a recent English work on the history of the Bible—or THE BOOK. It contains "the 'story' of the Bible from the first dawn of revelation to the completion of the sacred canon, with interesting details of its translation and circulation from the earliest efforts to the present time." To all those who feel an interest in the Bible Society and its operation throughout the world this will be a welcome volume.

—— TEACHER'S ASSISTANT; by Charles Northend, A.M. Boston: Crosby, Nichols, Lee and Co. We cordially welcome such books as this, as they furnish valuable suggestions on a delicate and difficult subject, to teachers in the prosecution of their work. This volume contains, in the form of a series of familiar letters from Mr. Northend to one entering upon the teachers' work, a number of "hints and methods in school decipline and instruction," —the result of his own experience and observation. The paper and type are good.

—— THE PRINCE'S TOUR; Montreal: John Lovell.—This work has been compiled by "a British Canadian," and contains 272 pages, octavo. Like all Mr. Lovell's books, it is well printed. It is done up with a cloth cover, and contains an excellent likeness of the Prince. The Prince's tour through British America and the United States is given in full from contemporary records. We are glad to learn that a good number of copies of the work have been subscribed for.

—— GOLDSMITH'S VICAR OF WAKEFIELD. London: James Hogg & Sons. This is another of Hogg's series of attractive books. It is a very neat edition of a well known and universally popular book. The illustrations are striking and the type large and good.

XI. Educational Intelligence.

CANADA.

—— Teachers' Provincial Convention.—In accordance with a resolution passed at the October meeting of the County of York Teachers' Association, and published in the *Journal of Education*, a convention of the teachers in Upper Canada was held on the 25th ult. in the County Court Room, Adelaide street, for the purpose of discussing the propriety of forming a Provincial Teachers' Association. The convention was largely attended, there being representatives from seventeen counties in Upper Canada present. On motion of Mr. T. J. Robertson, of Toronto, seconded by Mr. T. Nixon, of Newmarket, the Rev. Dr. Jennings, Chairman of the County Board of Public Instruction, was called on to preside. The Chairman, after thanking the meeting for the honour they had done him in calling him to preside, remarked on the great progress of education in Canada within the past few years, and the number of talented teachers engaged in the very important work of imparting instruction to the young. He assured them that they had his entire co-operation in the organization of a Teachers' Association, and said that he felt confident it would be productive of much good. On motion, Mr. R. Alexander, of Newmarket, was requested to act as Secretary to the convention. Mr. Nixon, of Newmarket, moved, seconded by Mr. Irwin, of Holland Landing—"That it is expedient that the teachers present form themselves into an association, to be styled 'The Teachers' Association of Canada West,'" which was carried. Owing to the Rev. Dr. Jennings being obliged to leave the meeting, Mr. T. J. Robertson was requested to preside. Mr. Irwin moved, seconded by Mr. Sangster, that a committee be appointed to draft and report a constitution, and that the following persons compose such committee:—Messrs. Nixon, McCallum, Alexander, Carlyle, McKee, Thompson, Brown, and Mrs. Clark. Carried. An adjournment took place, in order to allow time for the committee to propose a constitution and by-laws. On reassembling, Mr. McCallum, of Hamilton, on behalf of the select committee, presented a draft of the constitution and by-laws. The first Article in the constitution provides:—"That any lady or gentleman engaged in any department of instruction, members of the Council of Public Instruction, members of county boards of instruction, superintendents of schools, editors of education journals, and ex-teachers, shall be eligible for membership," by paying $1 and signing the constitution. Persons may become life-members by paying $10. The third Article provides that the officers of the Association shall be a president, six vice-presidents, a secretary, treasurer, and one councillor from each county represented in the Association. Article IV. provides that a meeting shall be held in August, 1861. After a lengthened discussion, the constitution and by-laws were adopted, and the Convention adjourned till half-past seven o'clock in the evening. On re-assembling at half past seven o'clock, Mr. McCallum was called to the chair, and the members of the Association proceeded to the election of office-bearers for the current year, as follows:—*President.*—T. J. Robertson, Esq., M.A., Toronto. *First Vice President.*—A. McCallum, Esq., Principal Central School, Hamilton. *Second V. P.*—Mr. James McLelland, St. Mary's. *Third V. P.*—Mr. Alexander Campbell, Toronto. *Fourth V. P.*—Mr. Wm. Anderson, Toronto. *Fifth V. P.*—Mr. Thomas Nixon, Newmarket. *Sixth V. P.*—Mr. Angus Hay, Cornwall. *Secretary.*—Mr. J. W. Acres, Paris. *Treasurer.*—Robert Alexander, Newmarket. *Councillors.*—Ontario—Thomas McKee, Principal C. S. Oshawa. Lanark—Mr. Kidd. Peel—Mr. Morton. Middlesex—Mr. Groat. York—Mr. Carlyle. Hastings—Mr. McShea. Halton—Mr. Frood. Wentworth—Mr. Cameron. Oxford—Mr. Vardon. Brant—Mr. McFarlane. Northumberland—Mr. Young. Dundas—Mr. Bell. Carlton—Mr. Henderson. Perth—Mr. Stafford. Lambton—Mr. Taylor. Elgin—Mr. Brown. Stormont—Mr. McDiarmid. Wellington—Mr. Reid. It was then resolved that the next meeting of the Association be held in the first week in August next in Toronto, and that the teachers of the city be requested to act as a committee of reception. On motion of Mr. McGann, Toronto, Mr. McCallum vacated the chair, which was taken by Mr. J. Thompson, of John street school, Toronto. Mr. McGann then moved that the thanks of the meeting are due and are hereby tendered to Mr. McCallum for his impartial conduct in the chair. Carried by acclamation. The Chairman in returning thanks, said it spoke well for the Association that there were present representatives from seventeen counties in Upper Canada, and he sincerely trusted that before the August meeting, the great majority, if not all, the teachers of Upper Canada, would be members of the Association. A vote of thanks having been given to the secretary, Mr. Alexander, the convention adjourned.—*Globe.*

—— North Ontario Teachers' Association.—From the recent proceedings of this association we learn that an application has been made to the County Council for aid in procuring a Library, and some attempt at agitating for the formation of a Provincial Association. Regarding the first of these important matters, no reply has yet been received from the County Council. The second is making good progress, and will probably be much expedited by a meeting which was lately held in Toronto.

—— Roman Catholic Agricultural College near Toronto.—An important social meeting was lately held in Toronto, to promote the establishment of an Agricultural College near this city. The Right Rev. Bishop Lynch presided. In proposing a toast the Bishop thus explained the object he had in view in establishing the College. On coming to this country he immediately perceived vast tracts of land unoccupied, and vacant lots in the cities, at the same time a good deal of poverty. He considered that there was something wrong. There was and is plenty of labour and strength. If these were applied to the land we would become rich. He perceived many fine boys running about the city; if these received education and were taught to cultivate the earth they would be made happy. It became his anxious wish to collect these fine boys; to develop their talent; to make them ornaments to society. These boys are friendless in a friendless world, and, one ounce of prevention being worth a pound of cure, it became of vast importance to the country to provide for them and enable them to live honestly Before sitting down he would propose the toast—"The Agricultural College of St. John, of the Gore of Toronto. May it be a home where the impoverished youth may be sheltered from the cold blast of a friendless world, where their hearts may be moulded to every noble and religious principle; their intellect cultivated in every science and art; and may they learn in its hallowed precincts the art of winning from mother Earth an honest livelihood and to share it with others."

—— Baptist Literary Institute, Woodstock.—We regret to learn that the buildings erected at Woodstock by the Baptist Denomination, to answer the purpose of a college and literary seminary, have been burnt to the ground, and so completely destroyed that nothing remains but a blackened front to show where the spacious and well-proportioned building once stood. It was fortunately vacation time, and some of the Professors, with nearly all the pupils were away; otherwise, many lives could hardly fail to become victims to the flame—so rapid was the progress of the fire. At a late meeting of the Trustees, the following resolution was passed, *Resolved*—That we hereby tender to the Board of Common School Trustees our thanks for the offer they have made us of the use of the East End School House, but as we have so generously been put into possession of the Woodstock Hotel, by the citizens of Woodstock for the use of our School, we are not now in circumstances to require the building they have so kindly offered us.

—— Laval University.—Free public lectures are being delivered by the professors of Laval University in Quebec on Canadian history and natural philosophy.

GREAT BRITAIN.

—— University of Edinburgh.—The third half-yearly meeting of the General Council of the University of Edinburgh was held last month, Sir David Brewster, Principal and Vice Chancellor, presiding. The Secretary read the deliverance of the University Court on the representation of the last meeting of the General Council on the subject of middle-class examinations. It stated that the Court concurred with the Council as to the advantage of instituting a University examination equivalent to the middle-class examinations of the English Universities, and they had the satisfaction to learn that a measure relating to the subject was under the consideration of the Professors. The following resolutions were then passed:—Mr. George Steel moved, "That the General Council represent to the University Court the importance of bringing before the notice of Parliament and of Her Majesty's Government, the just claims of the Scotch Universities to have their separate representatives in the House of Commons, of whom one shall be returned by the University of Edinburgh, one by the University of Glasgow, and one by the Universities of Aberdeen and St. Andrew's." Sir H. Moncrieff seconded the motion. Mr. Sheriff Hallard moved, "That it be represented to the University Court that, in the opinion of the General Council, a separate and distinct Chair of Poli-

tical Economy ought to be established in the University." Professor Macdougal seconded the motion. No amendment being proposed, Mr Hallard's motion was carried. Mr. A. Nicolson moved, "That the General Council represent to the University Court the importance of instituting an entrance examination on the subjects which form the studies of the first year of an Arts curriculum, the examination being limited to those students who wish the session in which they are entering to be reckoned an academic year." Professor Blackie seconded the motion, and in a lively speech described the evils of raw and ignorant students entering with others and hindering their progress. Professor Pillans opposed the motion on the ground that the true remedy was to raise the standard of the grammar schools. On a show of hands, the motion was carried by a large majority. The meeting then separated.—*English Journal of Education.*

—— LIBRARY PRESENTED BY PRINCE ALBERT.—The Prince Consort has presented a valuable library to the camp at Aldershott. It is open to all the officers and to civilians. The former has also given £10,000 towards the International Exhibition of 1862.

—— EDUCATION IN THE COAL MINES.—In England, every child is required by law, to be able to read and write, before it is permitted to enter the coal and iron mines. Efforts are being made by the friends of education to extend the provisions of this salutary law, into all other branches of labour.

XII. Departmental Notices.

THE TRUSTEES' SCHOOL MANUAL FOR 1861.

The Trustees' School Manual, for 1861, will be sent out during the present month to the County Clerks for gratuitous distribution, to school corporations alone, through the Local Superintendents. Trustees will therefore not apply to the Department for copies, but to their own Local Superintendents. To other parties copies can be supplied from the Depository of the Educational Department, at 25 cts. each, or 30 cts. including postage, which must now be paid in advance. The School Manuals for Grammar and Common Schools, was sent out last July addressed to the Chairman, Secretary and Local Superintendent of schools in the Cities, Towns and Incorporated Villages. Extra copies, as above, 30 cts.

PUBLIC LIBRARY BOOKS, SCHOOL MAPS, APPARATUS, AND PRIZE BOOKS.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, veriffed by the corporate seal of the Corporation. A selection of articles to be sent can always be made by the Department, when so desired.

FORM OF APPLICATION FOR PUBLIC LIBRARY BOOKS, MAPS, APPARATUS, SCHOOL PRIZE BOOKS, &C.

.....
[*Insert Post Office Address here.*]

SIR,—The [*Trustees, or Board of Trustees if in Towns, &c.*] of the ..... School, being anxious to provide [*Maps, Library Books, or Prize Books, &c.*] for the Public Schools in the [*Section, Town, or Village, &c.*] hereby make aplication for the ....., &c., enumerated in the accompanying list, in terms of the Departmental Notice relating to ..... for Public Schools. The ..... selected are *bona fide* for .....; and the CORPORATION HEREBY PLEDGES ITSELF not to give or dispose of them, nor permit them to be disposed of, to the teacher or to any private party, OR FOR ANY PRIVATE PURPOSE WHATSOEVER, but that they shall be applied solely to the purposes above specified in the Schools of the ....., in terms of the Departmental Regulations granting one hundred per cent. on the present remittance. The parcel is to be sent to the ..... Station of the ..... Railway.

IN TESTIMONY WHEREOF, the Corporation above-named, hereto affixes its corporate seal to this application, by the hand of .....*, this ..... day of ....., 186–.

Amount remitted, $.....

..... } Corporate Seal to be placed here.
..... }
..... }

To the Chief Superintendent of Education,
Toronto.

NOTE.—Before the Trustees can be supplied, it will be necessary for them to have filled up, signed, and sealed WITH A PROPER CORPORATE SEAL, as directed, a copy of the foregoing Form of Application. On its receipt at the Education Office, the *one hundred per cent.* will be added to the remittance, and the order, so far as the stock in the Depository will permit, made up and despatched. Should the Trustees have no proper corporate seal, the Department will, on the receipt of *two dollars* additional, have one engraved and sent with the articles ordered.

If Library and Prize Books be ordered, in ADDITION to Maps and Apparatus, it will BE NECESSARY TO SEND NOT LESS THAN *five dollars additional* for each class of books, &c., with the proper forms of application for each class.

☞ The *one hundred per cent.* will not be allowed on any sum less than *five dollars*. Text-books cannot be furnished on the terms mentioned above: they must be paid for in full, at the net catalogue prices.

* The Trustees of the Section; Chairman and Secretary of the Board of City, Town, or Village Trustees; Warden, Mayor, or Reeve.

VOCAL MUSIC BOOKS, SHEETS, &c.

For sale at the Educational Depository.

HULLAH'S Manual of Vocal Music, in two parts, each	$0	50
do do do do Parts I and II bound together	1	00
do Exercises and figures contained in the Manual, parts I and II, each.....	0	16
do Large sheets containing the figures in part I of the Manual, in five parcels of 8 sheets each—per parcel..	1	50
do Large sheets per parcel of 8 mounted on stretchers and varnished.....	7	75
do Large sheets containing the figures in part II of the Manual, 12 sheets in one parcel.....	2	25
do Large sheets mounted on stretchers and varnished....	11	00
do Vocal Scores, (Sacred).....	2	40
do do do (Secular).....	2	40
do Grammar of Musical Harmony.....	0	75
do Exercises to Grammar of Musical Harmony.....	0	25
do Part Music (Sacred) for voices of men.....	0	75
do Exercises for cultivation of voice, Contralto or Bass..	0	63
do do do do Soprano or Tenor..	0	63
do Introductory Lecture at King's College, London.....	0	25
do School Songs for two and three voices, in two Books each	0	13
do Sea Songs.....	0	63
God Save the Queen, arranged by Hullah, in three, four and five parts on a card, per dozen 25 cents, singly.....	0	02
Sacred Music, a selection of 151 tunes in 4 parts	0	20
Ten Songs for Children with an accompaniment for Piano Forte..	0	30
Music Paper, same size as Hullah's large sheets, per parcel of 6 sheets.....	0	75
Music Copy Books, each	0	25

JOHN ELLIS, Engraver and Lithographer, 8, King Street West, Toronto. Trustees supplied with School Seals at $2 each; also Lever Presses and Dies for Corporations or Notaries, at $8 each. Arms or Crests on Envelopes. Visiting and Wedding Cards. 2i.pd.jf.

ADVERTISEMENTS inserted in the *Journal of Education* for twenty-five cents per line, which may be remitted in *postage stamps*, or otherwise.

TERMS: For a single copy of the *Journal of Education*, $1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

All communications to be addressed to J. GEORGE HODGINS, LL.B., *Education Office, Toronto.*

LOVELL AND GIBSON, PRINTERS, YONGE STREET, TORONTO.

Mar. 25

JOURNAL OF EDUCATION,

Upper Canada.

VOL. XIV. TORONTO: MARCH, 1861. No. 3.

CONTENTS OF THIS NUMBER.

PAGE

I. METEOROLOGY AND SUBJECTS RELATING TO THE WEATHER 33
Meteorological Stations in Upper Canada—Smithsonian Table of Mean Temperatures for North America—Course of a Meteor through Canada—Meteorological Observations made at Senior County Grammar School Stations in Upper Canada—Meteorological Report—Present and Future Ominous Seasons—Meteorological Observations throughout the World—Sir John Herschel and the Weather—How to use the Barometer—Foresight of the Weather—Use of a Barometer in Farming—Report on Agricultural Meteorology—The Law of Storms 33-40

II. EDITORIALS—(1) Official Replies of the Chief Superintendent of Education, to Local School Authorities—(*Continued from last No.*) (2) Examination for Grammar School Masterships. (3) Illegal Signing of Trustees' Names. (4) The Trustees' School Manual for 1861 40

III. PAPERS ON PRACTICAL EDUCATION—(1) The Teacher's Office. (2) Blessed Children. (3) The Conduct of Our Saviour towards St. Peter. (4) The Outward Forms of Respect due to Parents 41

IV. BIOGRAPHICAL SKETCHES—No. 7. Frederick William IV. King of Prussia. No. 8. The Rev. Dr. Croly. No. 9. The Duke of Norfolk. No. 10. The Funeral of the late Baron Bunsen 46

V. STATISTICAL PAPERS—(1) History of the National Debt. (2) English Cotton Factories. (3) Cotton Trade of France. (4) English Railroads... 44

VI. MISCELLANEOUS—(1) The Falling Snow. (2) Education of the Queen's Children. (3) The Queen and her Daughters. (4) Lord Brougham's Letter to the Queen. (5) The Caligraphy of Important Personages. (6) Booty taken by the Allies in China. (7) Wellington never lost a gun 46

VII. Short Critical Notices of Books 46

VIII. Educational Intelligence 47

IX. Literary and Scientific Intelligence 48

X. Departmental Notices and Advertisements 48

THE GRAMMAR SCHOOL METEOROLOGICAL STATIONS IN UPPER CANADA.

The extraordinary character of the weather both in Europe and America, during 1860, has caused the attention of scientific men to be earnestly directed to the importance and value of a more thorough system of meteorological observation. In France these observations are regularly taken at various points, and the results transmitted to Paris by telegraph, there to be published in the newspapers. In England several meteorological stations have been established at various points; and the London daily journals have a column specially set apart for the publication of meteorological information. During the late severe weather in England the papers were filled with reports on the subject, many popular errors were exposed, and the cause of meteorological science advanced. The London correspondent of a Toronto paper, under date of the 24th ult., thus refers to the subject:—"The Press has lately filled its columns with reports and communications respecting the extreme cold and the effects arising out of it. In recognition of the absorbing interest taken in anything relating to the weather by the British people, our chief newspapers have for some time past devoted considerable space to meteorological reports and their attendant phenomena; but to any one unaware of the national hobby, the importance given to this subject would seem incredible. Every one who owned a thermometer appeared to think the world at large ought to be informed of its daily statements through the medium of the press; and, to make the matter more interesting, generally added an abstract of their observations for many years back. That thermometers, like doctors, differ, was convincingly shown from the different readings transmitted for publication on the same day and from the same place. Many ludicrous errors were exposed by this means, and much reliable information as to the degree of cold prevailing throughout the country was obtained. Among the reports whose accuracy is questionable, there was a statement from the North of England which mentioned that the thermometer stood there as low as fifteen and even twenty degrees below zero. This extreme degree of cold appears hardly possible to occur in this country without a total change in the character of its climate; and although the latter proposition has been seriously entertained and debated upon lately by our savants, yet this fact one is not disposed to grant. However, for a considerable time the mercury descended regularly below zero every night, so as to cause ice nearly two feet thick to form in our rivers and ponds." In the United States, chiefly under the auspices of the Smithsonian Institution at Washington, a great number of meteorological stations have been established. That institution has furnished valuable information on the subject, and provided tables, charts, and regulations and suggestions for taking observations in a correct and uniform manner. In Upper Canada (in addition to the Provincial Observatory in Toronto) meteorological stations have been authorized by law and have been established at various Senior County Grammar Schools, and the instruments, tables, charts, instructions, &c., for these stations have been furnished by the Educational Department at Toronto. Already the value of these stations has been appreciated by scientific men in the United States, as will be seen by the correspondence which we publish in connection with this brief notice. A list of the stations is also inserted, together with a record of the returns, &c., which have been transmitted to the Educational Department up to the end of 1860.

Every enlightened country in Europe is now more or less engaged in prosecuting inquiries in this particular branch of science. In other parts of Her Majesty's dominions in various quarters of the globe, meteorological stations have been long established. Although the science is yet comparatively in its infancy, yet from the aggregate of facts which have already been collected at various points, and in different countries, truths of the highest value and importance in scientific research have been unfolded; unsettled theories have been tested, and ques-

tions relating to Physical Phenomena, which had long remained among the sealed mysteries of nature, have been satisfactorily solved.

A summary of the more important and valuable items of information which have been furnished to the Department in the monthly returns of the observations at the stations is inserted in this number of the *Journal*, and it is our intention to insert a similar table from time to time.

In addition, we append various papers and extracts on meteorological subjects, which will, no doubt, be found interesting. The most important one is the Table of Mean Temperatures which has lately been prepared at the Smithsonian Institution at Washington, and, for the preparation of which, meteorological abstracts were furnished by the Educational Department, as will be seen by the following correspondence which we insert from the *Journal of Education* for January, 1860 :—

SMITHSONIAN INSTITUTION,
Washington, D. C., Nov. 3, 1859.

DEAR SIR,—I write to ask as to the progress you are making in the establishment of the Canadian system of Meteorology, since we are anxious to co-operate with you in collecting materials for tracing the origin and progress of atmospheric movements. We are particularly desirous at this time to obtain as many records as possible of the period from about the middle of December, 1858, to the middle of January, 1859. The Institution would readily pay the expense of copying records for this period, and will be gratified to reciprocate in any way in its power the favours which may be conferred.

Very respectfully,
Your obedient servant,
JOSEPH HENRY, *Secretary.*

J. GEORGE HODGINS, Esq.,
Education Office, Toronto, Upper Canada.

EDUCATION OFFICE, Toronto, Nov. 16, 1859.

SIR,—I have the honour to acknowledge the receipt of your letter of the 3rd instant, and being desirous of co-operating with you as far as I can, in the important object you have in view, I transmit to you, by Express, such Meteorological Reports as I have received during the period to which you refer. We have got 14 stations established in connection with the County Grammar Schools of Upper Canada. We have made arrangements to establish 30. As yet, we have not made any practical use of the observations taken. I will thank you to return these reports at your earliest convenience, as soon as you shall have done with them.

I have the honour to be, Sir,
Your obedient servant,
(Signed,) E. RYERSON.

JOSEPH HENRY, Esq., LL.D.,
Secretary, Smithsonian Institution, Washington, D.C., U.S.

SMITHSONIAN INSTITUTION,
Washington, D.C., Nov. 30, 1859.

DEAR SIR,—I write to thank you for the loan of the Meteorological Observations, which have been safely received, and will be returned as soon as we can extract from them the facts which have a bearing upon the points in which we are at present most interested. We find the progress of the change of weather, which we mentioned in our last letter, very strikingly exhibited in your Observations, and therefore the data with which you have furnished us will enable us to extend our investigations to the north, and be of essential service in tracing the extent and character of the great waves of temperature which traverse the North American continent.

Very respectfully, your obedient servant,
JOSEPH HENRY, *Secretary.*

The Rev. DR. RYERSON,
Chief Superintendent of Education for U. C., Toronto.

SMITHSONIAN TABLE OF MEAN TEMPERATURES FOR NORTH AMERICA.

Prepared from the reductions of Observations at more than One Thousand Places, for an aggregate period of several Thousand Years, by the Smithsonian Institution, Washington, D. C., 1860.

Places.	*Spring.*	*Summer.*	*Autumn.*	*Winter.*	*For the Year.*	*No. of Years.*
	°	°	°	°	°	
Iceland:						
Reikiavik	37.04	53.54	37.94	29.18	39.43	14½
Greenland:						
Godhaab	23.26	40.62	29.14	14.14	26.79	13½
Omenak	14.15	40.77	23.07	–5.12	18.22	5
Russian America:						
Iluluk	33.42	47.97	39.72	32.07	38.30	2
Sitka	43.78	57.50	47.06	35.55	45.97	9½
British America:						
Boothia Felix	–5.21	38.04	9.69	–27.71	3.70	2½
Labrador:						
Nain	21.65	47.03	32.20	–0.38	25.11	9½
Hudson's Bay Territory:						
Fort Chippewayan	22.76	58.70	31.89	–3.34	27.50	3½
Fort Simpson	26.10	59.16	26.24	–11.04	25.12	2½
Norway House	26.58	59.89	29.99	–2.81	28.40	7
Nova Scotia:						
Albion Mines	37.82	63.52	46.17	20.85	42.09	11½
Windsor	48.78	73.77	53.85	29.32	51.43	17½
Newfoundland:						
St. John's	32.28	57.30	43.92	23.19	39.18	5
Canada:						
Montreal	43.70	70.77	46.93	17.19	44.65	27
Quebec	38.63	65.34	43.97	13.32	40.31	10
Hamilton	45.04	72.35	51.29	28.13	49.20	6
Toronto	41.31	64.49	46.34	25.15	44.32	13½
Maine:						
Castine	40.78	62.97	48.37	23.17	43.82	40
Gardiner	41.95	66.99	46.88	20.58	44.09	16
Portland	40.12	68.75	45.75	21.52	42.78	35½
New Hampshire:						
Concord	43.52	66.73	48 11	22.85	45.30	14½
Hanover	40.76	65.01	44.52	19.09	42.34	18
Vermont:						
Burlington	42.81	67 89	47.65	21.77	44.90	18
Newbury	41.60	67.01	46.09	19.21	43.48	13½
Massachusetts:						
Amherst	44.46	67.67	48.18	24.15	46.11	19
Boston	45.88	69.21	51.16	28.41	48.66	34
Nantucket	45.65	68.52	55.03	34.66	50.96	10½
New Bedford	44.82	67.15	51.93	29.66	48.39	42½
Springfield	47.02	71.43	51.50	27.01	49.24	7
Williamstown	43.80	67.69	47.34	23.40	45.56	23

Places.	*Spring.*	*Summer.*	*Autumn.*	*Winter.*	*For the Year.*	*No. of Years.*
	°	°	°	°	°	
Rhode Island:						
Newport	44.84	68.12	53.42	31.16	49.39	40
Providence	44.87	68.17	50.32	28.06	47.85	23
Connecticut:						
Hartford	47.92	69.45	51.75	30.07	49.80	15
New Haven	46.27	68.73	51.94	29.60	49.13	12
New York:						
Albany	47.61	70.17	50.01	25.83	48.40	24
Auburn	44.37	67 19	51.80	26.18	47.39	22
Flatbush	46.62	70.48	53.97	32.67	50.93	24
Fort Columbus	48.74	72.31	54.41	31.38	51.71	33
Ithaca	46.87	68.12	49.35	28.62	48.12	17
New York City	49.07	72.43	54.57	31.63	51.92	30
Penn Yan	44.26	66.87	48.48	26.61	46.54	26
Rochester	44.84	67.36	48.78	27.26	47.06	19
Utica	44.48	66.50	47.35	24.47	45.70	23
West Point	48.72	71.33	53.21	29.68	50.74	30½
New Jersey:						
Lambertville	49 70	73 95	53.95	30.99	51.50	12½
Newark	45.46	68.52	50.16	28.86	48.25	22
Trenton	49.83	71.06	52.75	32.32	51.49	6
Pennsylvania:						
Alleghany	49.97	71.14	51.43	30.61	50.79	21½
Carlisle	49.76	72.10	52.05	30.45	51.09	11½
Easton	48.64	70.71	51.40	31.06	50.45	2½
Erie	39.42	69.76	56.59	32.31	49.52	1½
Gettysburg	50.46	71.36	50.41	30.42	50.66	16
Harrisburg	53.07	76.00	55.73	32.86	54.41	14½
Philadelphia	50 70	73.04	54.03	30.47	52.06	57
Somerset	45.93	65.13	47.41	27.24	46.43	6½
Delaware:						
Fort Delaware	53.55	75.91	58.50	36.35	56.08	5½
District of Columbia:						
Washington	55.77	76.33	56.43	36.05	56.14	11½
Maryland:						
Baltimore	52.87	74.23	56.17	35.07	54.58	22
Frederick	52.78	75.29	54.85	33.66	54.14	3½
Virginia:						
Alexandria	53.02	76.70	56.88	34.56	55.29	2½
Fort Monroe	56.87	76.57	61.79	41.75	59.24	30
Norfolk	56.50	76.58	61.48	41.57	59.01	25
Richmond	55.73	75.40	56.27	37.20	56.15	4

SMITHSONIAN TABLE—*(Continued.)*

Places.	Spring.	Summer.	Autumn.	Winter.	For the Year.	No. of Years.
North Carolina:	°	°	°	°	°	
Chapel Hill	59.35	76.23	60.15	43.05	59.70	10¼
Fort Johnson	64.46	80.19	67.46	50.60	65.68	15⅝
South Carolina:						
Camden	63.20	79.09	62.65	46.83	62.94	5¼
Charleston	65.37	80.03	67.43	51.10	65.98	20
Fort Moultrie	65.72	80.67	68.13	51.18	66.60	26½
Georgia:						
Athens	62.70	76.53	61.40	47.57	62.05	4½
Augusta	64.37	80.21	63.70	48.07	64 09	19¼
Savannah	68.20	80.61	67.11	52 67	67.15	14½
Florida:						
Fort Barrancas	68.57	81.55	69.86	54.94	68 74	15½
Fort Brooke	72.14	80.20	73.43	62.35	72.03	23½
Fort Marion	68.54	80.21	71.53	58.08	69.59	14½
Key West	75.77	82.52	78.19	69.67	76.54	10¼
Warrington	69.79	82.96	70.44	56.70	69.97	5¼
Alabama:						
Mobile	66.87	79.00	66.27	52.43	66.14	10
Huntsville	59.98	75.62	59.80	42.15	59.38	13
Mount Vernon	67.02	78.98	66.05	51.70	65.94	12½
Mississippi:						
Garlandsville	68.71	85.18	69.60	48.91	68.35	1
Jackson	64.13	78.90	64.96	49.68	64.42	3½
Natchez	67.92	80.98	70.08	51.79	67.67	14½
Vicksburg	65.42	78.62	69.46	49 05	65.64	3½
Louisiana:						
Baton Rouge	68.94	81.13	68.21	54.21	68.12	18½
Fort Jessop	66.89	81.27	66.22	51 18	66.39	22½
New Orleans	69.94	82.26	70.71	56.53	69.86	18½
West Feliciana	65.90	78.67	66.27	52.30	65.78	13
Texas:						
Corpus Christi	71 46	82.53	73.11	56.72	70.95	2½
Fort Brown	74.85	83.37	74.77	62.28	73.82	7½
Fort Chadbourne	64.35	76.77	62.55	45.90	62.39	4½
Huntsville	67.96	83.15	69.57	55.64	69.08	2½
San Antonio	69.68	82.15	71.26	53.92	69.25	3½
Arkansas:						
Fort Smith	60.73	77.60	60.08	41.11	59.88	11¼
Little Rock	63.57	86.98	69.11	42.23	65.47	1
Tennessee:						
Glenwood	59.02	76.11	58.93	39.72	58.44	3½
Memphis	61.48	79.97	62.21	41.71	61.34	4½
Nashville	59.90	77.28	57.08	39.61	58.47	5
Kentucky:						
Springdale	55.89	73.64	55.74	36.31	55.39	13
Newport	54.52	75.00	56.24	35.50	55.32	6½
Ohio:						
Cincinnati	53.90	73.23	53.07	33.60	53.45	14
Granville	50.29	70.64	50.79	30.67	50.60	15½
Hillsboro'	50.61	70.23	51.76	31.68	51.06	19
Marietta	52.39	71.11	52.76	33.53	52.45	29
Portsmouth	54.91	74.08	56.57	36.36	55.48	23
Steubenville	50.85	71.27	50.62	30.31	50.76	14
Michigan:						
Ann Arbor	46.25	69.68	50·24	25.31	47.87	2½
Detroit	49.38	73.81	52.47	28.99	51.16	15½
Fort Brady	37.53	62.21	43.54	18.32	40.41	31
Sault Ste. Marie	39.42	62.83	42.97	20.32	41.38	1½
Indiana:						
Jeffersonville	57.66	80.33	61.00	43.33	60.58	1
Milton	51.36	74.43	53.26	31.18	52.56	2
New Harmony	56.37	75.55	57.46	35.19	56.14	3½

Places.	Spring.	Summer.	Autumn	Winter.	For the Year.	No. of Years.
Illinois:	°	°	°	°	°	
Augusta	51.34	72.51	53.38	29.80	51.76	11½
Highland	56.99	78.09	56.83	34.08	56.50	12
Ottawa	49.96	74.24	51.28	27.77	50.81	2
Warsaw	51.16	74.18	57.22	27.50	52.51	4½
Missouri:						
Jefferson	56.14	76.19	55.52	33.85	55.43	25½
St. Louis	56.34	76.40	55.84	33.98	55.64	21
Wisconsin:						
Beloit	45.48	71.23	49.89	24.52	47.78	5
Fort Crawford	48.66	72.28	48.53	21.25	47.68	18½
Green Bay	44.03	68.60	46.80	20.10	44.88	23
Milwaukie	44.87	67.51	49.59	25.97	46.98	10½
Iowa:						
Dubuque	47.28	71.42	50.34	25.88	48.75	3½
Fort Madison	50.83	74.77	53.77	27.25	51.65	6½
Muscatine	48.36	69.63	49.33	24.73	48.01	16
Minnesota:						
Fort Snelling	45.20	70.61	45.89	16.04	44.43	35
Hazlewood	42.33	69.95	42.60	18.06	41.98	2
Nebraska:						
Council Bluffs	50.84	77.15	51.46	22.06	50.38	6
Fort Kearney	46.81	71.47	49.35	23.04	47.67	6½
Fort Laramie	46.84	71.94	50.32	31.54	50.16	5½
Kansas:						
Fort Leavenworth	53.76	74.05	53.66	29.77	52.81	25
Fort Scott	54.77	74.95	55.25	33.93	54.48	10½
Indian Territory:						
Fort Arbuckle	61.67	80.04	62.17	40.78	61.16	4½
Fort Gibson	61.28	79.16	61.66	41.13	60.81	27½
Fort Towson	62.39	79.16	61.27	43.72	61.64	18½
Fort Washita	62.15	79.29	63.11	44.04	62.15	12
New Mexico:						
Albuquerque	55.90	74.91	57.33	37.15	56.32	4½
Fort Defiance	45.34	66.95	46.03	28.74	46.77	4½
Santa Fé	49.68	70.45	50.59	31.64	50.59	4½
Utah:						
Salt Lake City	51.73	75.92	—	32.08	53.24	1½
Washington Territory:						
Fort Steilacoom	49.21	62.89	51.69	39.59	50.84	5½
Oregon:						
Astoria	51.16	61.36	53.55	42.43	52.13	1½
Fort Dallas	53.	70.36	52.21	35.59	52.79	3½
Fort Vancouver	51.88	65.65	53.54	39.58	52.65	4½
California:						
Benicia	56.54	67.01	60.57	49.02	58.29	5½
Fort Ross	52.17	57.73	53.43	48.03	52.84	4
Monterey	53.99	58.64	57.29	51.22	55.29	4½
San Diego	59.97	71.08	64.36	52.29	61.92	5½
San Francisco	54.51	57.33	56.83	50.86	54.88	3½
Mexico:						
Matamoras	75.94	84.97	76.98	64.29	75.54	9½
Mexico	63.42	65.23	60.13	53.64	60.60	1
Vera Cruz	77.	81.92	78.26	70.88	77.02	13
Bermuda:						
Bermuda	65.60	77.83	72.96	61.53	70.92	4
Cuba:						
Havana	76.22	81.35	78.12	72.98	77.17	7
Jamaica:						
Kingston	78.07	81.09	79.75	76.16	78.77	5
Bahamas:						
Nassau	76.09	82.41	79.05	72.51	77.52	2½

COURSE OF A METEOR THROUGH CANADA, IN JULY, 1860.

The following correspondence has also taken place with the Department:—

LA FAYETTE COLLEGE,
Easton, Pa., October 8th, 1860.

DEAR SIR,—Will you allow a stranger to address you on a matter of scientific interest?

I am investigating the path of a meteor that attracted much attention in this region on the evening of July 20th, and must have been seen, I presume, by many of the meteorological observers and others in Canada West, as observations here indicate that it was vertical over a line extending from the southern part of Lake Huron, to the western part of Ontario; and my object in this note is to inquire whether the returns received at your office for that month afford any data that would be useful in the investigation. I am particularly anxious to have its apparent altitude above the horizon, as seen from Berlin in the directions S. 59° E., and S. 82° W.; if the meteor passed *south* of the zenith, or in the contrary direction, if it passed *north*—from Port Sarnia in the directions N. 70¼° W., and N. 77½° E.—from Brantford N. 61¼° W., and N. 77° E.—from London N. 66° W., and from Goderich and Owen Sound in any direction, or vertical circles passing through the first four places in the direction named. I have measurements already from other places, so that they, with these, would fix positions to points in the path, and I would address notes of inquiry to the masters of Grammar Schools there, but I do not know that they are yet established except at Port Sarnia.

Any aid that your interest in science may incline you to afford, in pointing out how or when data can be procured from the meteorological stations or other places, or other places in Canada, for the solution of an interesting problem that can be solved only by the cooperation of many observers, will be most thankfully received and

duly acknowledged;—and hoping you will pardon my freedom in troubling you with this note, I am, Very respectfully,

Your obedient servant,
JAMES H. COFFIN,
Prof. Math. and Astronomy.

J. GEORGE HODGINS, Esq.

EDUCATION OFFICE, Toronto, 16th Oct., 1860.

SIR,—I have the honor to state, in reply to your letter of the 8th inst., that, we have meteorological stations at Brantford and Port Sarnia, but, singular to say, the reports from them for the month of July, make no mention of any meteor having been seen by the Observer.*

Possibly, and, I think very likely, the Provincial Observatory at Toronto may be able to answer your inquiries, so far as that station is concerned.

I have the honor to be, Sir,
Your obedient servant,
J. GEORGE HODGINS,
Deputy Superintendent.

PROFESSOR JAMES H. COFFIN,
La Fayette College, Easton, Pa., U. S.

* It appears that one was seen at Hamilton.—See Table for 1860.

ABSTRACT OF METEOROLOGICAL OBSERVATIONS MADE AT SOME OF THE SENIOR COUNTY GRAMMAR SCHOOL STATIONS IN UPPER CANADA, DURING THE YEARS 1859 AND 1860.

(Compiled at the Educational Department, Toronto.)

NOTE.—As the prescribed monthly Meteorological Reports have not been regularly received from the different Stations (see Table A), we are not able to insert a complete abstract for the entire year; we have, however, selected four monthly reports of each year, the calculations of which are actually correct.

1859.	BAROMETER.			TEMPERATURE OF AIR.				WARMEST DAY.		COLDEST DAY.		Humidity.	RAIN.	SNOW.	REMARKS.
MONTH.	Highest.	Lowest.	Greatest Daily Range.	Highest °Temperature.	Lowest °Temperature.	Greatest °Daily Range.	Lowest °Daily Range.	Date.	Mean °Temperature.	Date.	Mean °Temperature.	Mean.	No. of Days.	No. of Days.	
1. BARRIE.—REV. W. F. CHECKLEY, B.A., *Observer.*															
January	29.581	28.414	.458	46.6	-37.0	40.0	1.4	20	40.6	8	-1.0	66	..	9	
June	29.478	28.822	.471	91.1	28.0	42.6	14.1	28	76.4	4	36.6	44	10	..	
August	29.330	28.976	.120	91.6	44.0	37.9	5.4	10	77.9	29	52.8	54	5	..	
October	29.449	28.698	.462	78.3	19.8	28.0	4.6	4	65.9	26	28.8	86	7	2	
2. BELLEVILLE.—A. BURDON, ESQ., *Observer.*															
January	30.292	28.924	.669	46.3	-30.0	36.7	5.0	20	40.1	10	19.1	86	2	7	
April	29.966	28.980	.531	68.6	20.7	27.3	7.5	30	58.7	5	29.6	69	7	..	Aurora on the 29th of April.
June	29.912	29.288	.452	83.5	33.8	33.9	8.8	27	76.4	4	40.5	76	6	..	
October	29.986	29.064	.596	76.5	17.4	26.4	7.0	4	62.8	26	27.0	78	5	..	
3. CHATHAM.—G. JAMIESON, ESQ., *Observer.*															
January	29.919	28.807	.519	47.5	-16.0	33.0	3.0	20	41.8	10	0.5	79	3	1	
February	29.655	28.927	.502	56.2	-1.5	38.6	6.9	19	40.7	7	12.6	80	4	4	
July	29.806	29.062	.801	95.0	40.2	37.5	12.6	18	80.2	5	61.3	72	4	..	
October	29.702	29.049	.404	76.5	21.6	37.9	4.3	13	59.5	27	29.4	75	4	4	
4. CORNWALL.—REV. H. W. DAVIES, M.A., *Observer.*															
January	30.523	29.005	.529	49.0	-7.1	28.7	4.1	21	36.6	12	-6.9	71	N. R.	2	
March	30.396	28.491	.596	57.7	-3.8	28.4	3.8	29	45.2	1	7.7	78	6	2	
June	29.987	28.906	.731	78.2	34.2	33.3	7.1	2	70.0	4	42.9	80	5	..	
October	30.103	29.223	.458	77.2	17.7	42.6	6.3	13	63.7	20	20.8	76	3	3	
5. HAMILTON.—A. MACALLUM, ESQ., *Observer.*															
January	30.452	28.888	.667	47.4	-29.7	41.4	4.6	20	45.0	10	-14.4	78	4	2	
April	29.967	28.785	.549	59.5	24.6	27.6	7.6	12	53.7	5	31.9	75	3	4	Two Auroras seen in April.
June	29.946	29.246	.488	80.5	37.5	33.0	10.5	15	70.5	4	39.6	76	9	..	
October	29.930	29.329	.372	76.7	24.1	40.3	11.3	4	68.7	26	27.0	70	8	2	
6. PERTH.—R. T. LIVINGSTONE, ESQ., *Observer.*															
September	29.820	28.694	.727	74.2	27.8	35.2	7.0	12	63.2	14	42.7	N.R.	15	1	
October	29.779	28.830	.730	73.8	14.6	38.2	10.1	5	62.5	26	23.4	75	7	..	First Snow on the 14th of
November	29.946	28.744	1.062	63.8	13.4	27.8	8.1	5	51.8	29	18.8	84	N.R.	N.R.	Sept., at 7 a.m.
December	30.189	28.924	.825	54.6	-30.2	39.1	6.1	1	41.0	28	19.6	82	N.R.	13	
7. SARNIA.—W. B. EVANS, ESQ., M.A., *Observer.*															
January	29.920	28.715	.605	46.4	-23.6	33.8	3.5	14	39.9	10	-1.0	91	2	4	On April 19th, a white luminous
April	29.739	28.586	.576	66.1	22.7	33.9	3.8	11	55.9	4	30.9	91	2	..	streak was visible in the heavens for about an hour. It was
October	29.648	28.969	.450	N. R.	25.5	N. R.	N. R.	5	65.6	26	28.1	92	2	..	first seen at 8 p.m., extending
December	29.932	28.831	.624	53.9	3.6	35.9	4.1	13	46.6	9	9.7	95	1	7	from E. hor. to Z.; afterwards to W. hor., forming an arch.

ABSTRACT OF METEOROLOGICAL OBSERVATIONS—*(Continued.)*

1859. Month.	Barometer. Highest.	Lowest.	Greatest Daily Range.	Temperature of Air. Highest °Temperature.	Lowest °Temperature.	Greatest °Daily Range.	Lowest °Daily Range.	Warmest Day. Date.	Mean °Temperature.	Coldest Day. Date.	Mean °Temperature.	Humidity. Mean.	Rain. No. of Days.	Snow. No. of Days.	Remarks.
8. WHITBY.—WILLIAM McCABE, Esq., *Observer.*															
January	30.327	29.428	.432	48.8	-22.6	43.2	1.8	21	35.6	11	6.4	72	1	4	
March	30.225	28.413	.364	59.6	16.9	31.8	8.8	28	50.1	1	16.7	78	10	1	
July	30.132	29.291	.408	94.6	53.9	40.8	15.8	12	82.1	26	56.6	76	4	..	
October	30.047	29.132	.703	70.6	21.3	..	..	6	60.1	26	27.7	76	4	..	
1860.															
1. BARRIE.—Rev. W. F. CHECKLEY, B.A., *Observer.*															
February	29.486	28.826	.709	51.6	-30.1	44 6	7.1	22	44.4	10	1.7	62	5	6	
March	29.486	28.571	.368	60.6	-0.3	41.1	13.8	3	42.3	12	13.6	74	2	..	
May	29.357	28.517	.301	89.1	19.3	46.6	10.4	30	65.9	2	42.6	77	7	..	
2. BELLEVILLE.—A. BURDON, Esq., *Observer.*															
January	30.123	29.222	.662	43 7	-14.4	40.1	8.5	24	38.9	2	-3.8	85	3	8	
February	30.101	29.068	.734	48.1	-12.5	38.0	8.6	22	43.9	17	-2.6	86	4	6	
April	30.210	29.025	.957	67.0	14.4	35.8	8.1	30	58.1	2	22.1	69	6	1	
June	29.825	28 993	.369	79.7	49.9	27.2	4.6	28	70.6	9	55.6	76	11	..	
3. BRANTFORD.—D. C. SULLIVAN, Esq, and others, *Observers.*															
June	29.471	28.600	.322	87.5	39.1	38.8	12.1	28	74.7	9	53.6	71	6	..	
July	29.545	28.847	.256	95.0	43.3	38.6	13.1	19	75.8	23	60.1	70	11	..	
August	29.599	28.978	.270	91.0	44 3	41.3	8.6	6	77.6	27	54.8	75	8	..	
October	29.582	28.709	.562	68.0	31.1	27.4	7.6	31	60.1	12	38.7	84	9	..	
4. CORNWALL.—Rev. H. W. DAVIES, M.A., *Observer.*															
January	30.275	29.072	.585	49.5	-9.9	39.0	4.4	21	38.3	13	-5 5	86	2	5	April 20. First boat passed thro' the canal.—Oct. 17. At 5.45 a.m., an earthquake was felt: it lasted about 4 minutes. A lighter shock was felt on the 24th, at 7 a.m.
April	29.912	29.191	.512	53.5	11.5	24.1	10.3	12	45,0	2	17.4	84	3	1	
June	29.958	29.071	.427	83.2	54.9	30.1	8.6	14	71.8	19	45.1	81	10	..	
October	30.113	29.028	.579	64.0	29.2	22.8	6.5	31	59.8	15	37.2	83	13	1	
5. HAMILTON.—A. MACALLUM, Esq., *Observer.*															
January	30.004	29.150	.476	46.8	-0.3	39.2	5.2	24	44.1	31	7.3	67	5	9	July 1. A comet was seen in the N.W. at 9 p.m. About 20 min. past nine, a meteor of great brilliancy passed from S. W. to E.
April	30.199	28.944	.966	78.7	28.7	N. R.	N. R.	30	60.2	14	30.7	66	12	3	
July	29.861	29.018	.582	89.7	42.8	33.2	11.2	16	79.3	10	61.9	70	11	..	
October	29.894	28.961	.680	69.6	28.6	35.2	3.2	5	62.9	12	40.2	85	13	..	
6. PERTH.—R. T. LIVINGSTONE, Esq., *Observer.*															
January	29.981	28.955	.825	45.4	-30.8	44.4	11.0	24	38.5	2	-17.6	80	5	17	
February	29.949	28.801	.792	48.7	-25.7	40.9	10.1	22	43.2	1	-12.5	80	5	10	
March	29.762	28.679	.830	64.8	8.3	35.9	5.0	19	49.5	22	15.4	76	4	7	
April	29.959	28.835	1.008	68.8	9.7	41.6	11.5	30	59.8	2	16.6	63	6	3	
7. PICTON.—STUART FOSTER, Esq., *Observer.*															
April	30.241	29.031	.952	74.4	16.0	36.1	9.0	30	57.1	2	22.0	65	13	4	April 21. At 8 p.m., a narrow belt of light, extending from N.W. to S.E., and a small auroral arch, were observed.—Oct. 25. Eclipse of the sun, visible from 7 a.m. till 8.32. At 6.45 p.m., an earthquake was felt, accompanied by noise resembling thunder.
July	29.819	29.170	.395	85.4	50.4	29.7	10.2	19	73.1	5	56.2	78	13	..	
November	29.997	28.923	.791	68.7	17.4	28.5	6.7	1	64.3	24	23.2	84	19	9	
October	29.979	29.076	.582	69.4	27.1	26.5	5.9	31	64.0	6	38.5	85	17	..	
8. SARNIA.—W. B. EVANS, Esq., M.A., *Observer.*															
January	29.927	28.885	.554	48.8	-12.0	N. R.	N. R.	24	44.5	1	4.9	98	2	2	
February	29.758	28.741	.721	61.6	-9.2	41.8	6.7	22	50.3	1	4.2	95	1	5	
June	29.606	28.651	.955	87.2	39.8	36.7	7.4	28	74.0	5	51.1	90	3	..	
October	29.651	28.820	.458	76.7	31.8	32.8	6.1	18	64.8	27	45.1	92	5	..	
9. STRATFORD.—C. J. McGREGOR, Esq., M.A., *Observer.*															
September	29.169	28.413	.403	76.3	25.5	35.2	9.9	5	67.9	29	36.2	81	11	..	Auroras seen on the 6th, 16th, and 17th of Sept.—An Aërolite was seen on 14th of October: time of flight, 2 secs.—Auroras seen on the 10th and 15th of November.
October	29.049	28.192	.559	63.8	26.2	25.3	3.6	31	56.9	12	35.6	85	15	..	
November	28.967	27.970	.525	65.4	5.8	26.5	3.7	2	56.9	24	12.0	84	7	13	
December	29.249	27.975	.640	36.3	-14.4	29.8	3.5	20	34.5	14	-2.4	89	2	14	
10. WHITBY.—W. McCABE, Esq., *Observer.*															
January	30.185	29.278	.549	48.7	-3.6	36.6	4 8	24	40.9	31	4.4	77	2	3	
April	30.274	29.042	.761	72.7	20.7	30.7	4.7	30	54.7	2	26.8	66	5	..	
July	29.922	29.178	.435	86.3	53.0	29.3	5.8	19	77.4	27	60.3	80	8	..	
October	30.015	29.140	.258	68.7	32.5	30.3	5.8	30	58.3	13	37.1	87	2	..	

TABLE A.—METEOROLOGICAL STATIONS AT THE SENIOR COUNTY GRAMMAR SCHOOLS.

Under the authority of the Consolidated Grammar School Act, a special grant of $400 per annum is made to each Senior County Grammar School with participation in the distribution of the general Grammar School Fund; provision is also made for the establishment of a Meteorological Station at each of these Senior Schools, and it is declared to be *the duty* of the Master to make the prescribed meteorological returns every month to the Educational Department. Out of the 31 Counties in which Senior County Grammar Schools have been established, only 16 have contributed the necessary sum of half-price to purchase the necessary instruments, and but few of these (as will be seen from the following table), make the returns required by law. Steps, it is hoped, will shortly be taken to enforce the law, or to restrict the grant to those stations only from which returns are received.

Name of Meteorological Station.	No. of months the Station has been established, to Dec. 1860, inclusive.	No. of monthly abstracts received at the Education Office, to Decr., 1860, inclusive.	Character of Abstracts received.			Name of Meteorological Station.	No. of months the Station has been established, to Dec. 1860, inclusive.	No. of monthly abstracts received at the Education Office, to Dec., 1860, inclusive.	Character of Abstracts received.		
			Well prepared.	Indifferently prepared.	Badly prepared.				Well prepared.	Indifferently prepared.	Badly prepared.
1. Niagara ..	36	2	..	2	..	9. Guelph ..	28	1	1	..	..
2. Hamilton .	36	25	22	3	..	10. Whitby .	28	24	23	1	..
3. Belleville .	36	26	24	2	..	11. Perth ...	27	9	9	..	..
4. Barrie	36	19	19	..	..	12. Picton...	27	11	11	.	..
5. Chatham..	36	15	..	11	4	13. Brantford.	18	12	10	2	..
6. Port Sarnia	36	26	26	..	..	14. L'Original	Instruments	purchased, but	not yet	sent for.	
7. Milton....	35	3	..	..	3	15. Stratford.	5	5	5	..	..
8. Cornwall .	35	20	20	..	..	16. Ottawa ..	Instruments	not yet sent.			

TABLE B.—SHOWING THE NUMBER OF MONTHS THAT METEOROLOGICAL ABSTRACTS HAVE BEEN RECEIVED FROM THE DIFFERENT STATIONS, FOR THE YEAR 1860.

Name of Meteorological Station.	Character of Abstracts received.		
	Well prepared.	Indifferen'y prepared.	Badly prepared.
*Niagara	..	..	..
Hamilton	12	..	..
*Belleville	6	..	..
*Barrie	3	..	..
*Chatham	..	..	..
*Port Sarnia	8	..	..
*Milton	..	..	..
*Cornwall	10	..	..
*Guelph	..	..	..
Whitby	12	..	..
*Perth	4	..	..
*Picton	11	..	..
Brantford	10	2	..
*L'Original	..	..	..
Stratford	5	..	..
Ottawa	..	..	..

* The returns required by law have only been in part, or not at all, received from these Stations during the year 1860.

METEOROLOGICAL REPORT.

At a late meeting of the Canadian Institute, Professor Kingston read a Meteorological Report of Toronto for 1860, from which we take the following extracts:

The mean temperature of the year was 44°32, a number exceeding by 0°20, the average of 21 years. This slight excess was due to the mildness generally of the Spring and Autumn, since the mean both of the Summer and Winter were mostly below the average. The average of the differences, without regard to the sign of the monthly means, from their respective normals was 1°98 for the year 1860, and 2°42 for the period 1853–60. As far as this can be taken as a test, 1860 in respect to temperature may be regarded as approximately a normal year.

The warmest day was July 19, with a mean temperature of 75°, and the coldest, December 14, when the mean was 1°08. The highest temperature of the year, which was 88° and 2°4 below the average, occurred on July 19; and the lowest, which was 8°5 below zero, and 3°2 above the average, occurred on February 1.

The mean humidity of the year was 77°, which is rather in excess of that of the preceding year. The distribution among the several months was more than usually equal.

The most windy month in the year was March, with a mean velocity of 12·41 miles; and the calmest month September, when the mean velocity was 5·79 miles. The most windy day was March 21, when the velocity averaged 28·83 miles through the day; the calmest day was February 4, when the mean velocity was only 0·85 miles. The most windy hour was from 8 p.m. to 9 p.m. on February 9, when the velocity attained to 40·6 miles.

The depth of rain was 23.434 inches, or nearly 10 inches less than in 1859, a deficiency occuring in every month but February, July, and August. The amount of snow, 45 6 inches, was also below the average to the extent of 15 3 inches, and the rain and melted snow combined fell short of the average by 8.589 inches. While the quantity of rain and snow was deficient, the number of days on which rain fell was about 8 per cent. and the number of days of snow about 2 per cent. and the number of days of rain or snow about 5 per cent. greater than the average of the six years 1855–60.

Of the 31 thunder storms recorded, the earliest took place on February 22, and the latest on October 15. The storm of August 24 was one of peculiar violence.

Of the 58 Auroras the most brilliant occurred on March 26, 27, September 6 and 15.

PRESENT AND FUTURE OMINOUS SEASONS.

(To the Editor of the London Free Press, Upper Canada.)

SIR,—Oblige me by inserting a few remarks upon the Cycle of the Seasons, as it is only at intervals of a series of years that public attention is drawn to the periodical recurrence of certain visitations of severity or of mildness in the System of the Weather. Here I may be permitted to observe to those who have paid little or no attention to the atmospheric phenomena that regulate seasons of scarcity or abundance in the Cereal creation, that it may be something fresh to learn that a system elucidating and forestalling such visitations has been in print ever since the year 1810, founded on observations commencing in 1801, and unremittingly continued till the year 1854, onwards for any future period, and for any length of time, giving the character of each forthcoming season, defined and determined. The key to this system is exhibited in a diagram, entitled, "The Primary Cycle of the Winds," showing the excess and deficiency, as well as the averages of Easterly and Westerly Winds, and proving that all other atmospheric phenomena are chiefly governed, regulated or tempered, by these great elements of the weather.

The author of this system and original founder of this school of physical science has passed away from us, yet he has left sufficient testimony to the value of his researches, and ample materials for future meteorologists to work upon. His primary Cycle of fifty-four years is divided, sub-divided, and characterized by Annual, Biennial, Triennial, and Quadrennial periods of certain phenomena in the weather, whether of Winds, Calms, or deficiency or excess of Rain. During that period there have been several repetitions of the same descriptions of seasons, productive of scarcity and abundance; and the average price of wheat having been traced back from the only existing records for more than two hundred years, and found to be high and low in price perfectly in accordance and correspondence with the cyclical records, divisions and observations of the author, it is not only a natural inference, but almost a conclusive evidence, that the same effects in all future time must originate and flow from the same Great Cause which has balanced the clouds since the creation of the world and the flood; who measures the winds in the hollow of His hand with the most perfect harmony, order, and unerring regularity; and therefore as susceptible of computation and reduction as the rising and setting of the sun, the age and phases of the moon, the flux and reflux of the tides, and the periodicity of eclipses, comets, &c.

This is merely a general glimpse of a most interesting subject—powerful, because knowledge is power—and quite apart from all prophetic almanacks, and productions of ephemeral character, feeding popular prejudices. These observations are called forth by the popular character of the present and three approaching years, termed a Quadrennial, which in several respects will be found to correspond with analogous Quadrennials of excess or deficiency in the Easterly

and Westerly Winds. The last were 1852, 1853, 1854, and 1855. It can be proved beyond all doubt or cavil that certain periods have been characterized by extremes in the phenomena of the weather—such as violent Winds, fierce Heats, and continuous Rains. This present Quadrennial of excess West Wind commenced on the first of November last, and may continue with greater or less intensity (probably unpropitious), for two or three seasons to come; and thus the whole system, as in years and ages past, is ordained to go on for ever and ever as long as the world lasts.

The subject of the weather is of daily conversation, especially in such a portentous season as this, and it is to be hoped that something may grow out of it to elucidate those fixed rules—proving that we are progressing in our knowledge of the seasons, as in all other sciences. No knowledge has made so little progress as that of the weather, in an educational point of view, touching favourable and unfavourable seasons, although of the utmost importance to a nation in feeding its people, as millions of money will be expended more this year than last in flour, by the labouring population only.

Hoping these few remarks may be the means of attracting attention to this important subject. I beg to remain,

Your obedient servant,

JAMES WOODS.

STOWMARKET, SUFFOLK, ENGLAND,
June 28th, 1860.

METEOROLOGICAL OBSERVATIONS THROUGHOUT THE WORLD.

At a recent meeting of the American Geographical and Statistical Society, Mr. Disturnell, on presenting the Medical Statistics and Meteorological Observations of the United States army brought down to December, and prepared by the assistant surgeon general, remarked that Mr. Quetelet, the perpetual secretary of the French academy, had said that the enterprise proposed by the United States, under the direction of Lieut. Maury, of the Meteorological congress, would be accomplished on a large scale. Very distinguished men were disposed to attend. He was about to visit England on account of it. The general congress of Vienna had charged him with the duty of making up a general programme of meteorological observations all over the globe. Unity of views were necessary in these observations. Thirty nations had assented to it, and several were at present at work. The friends of science had thus accomplished a confederation of nations, which politicians had attempted in vain.

SIR JOHN HERSCHEL AND THE WEATHER.

The following letter from a well known English astronomer, is interesting, as showing the present state of our knowledge with regard to the laws of atmospheric changes, as understood by one conversant with the subject. A great deal of confusion prevails among people, as to the results arrived at by men who have been investigating the subject. Almost every person has some "sign" by which he fortells the weather for a few days in advance. It appears that those who have given their time and talents to the discovery of rules for predicting the weather are unable to tell, as yet, anything whatever of what the weather will be even for a few hours into the future.

In reply to a correspondent, Sir John Herschel wrote the following letter, dated August 31st, 1860:—

SIR,—I thank you for contradicting any statements to the effect that I have 'predicted the weather,' or that I have said we should have heavy floods, &c., during the present month. At the same time I do plead guilty to having formed an opinion, from some remarkable phenomena exhibited by the sun last year, and others which it has since continued, and still continues, in a somewhat diminished degree, to exhibit, that this summer would prove, as it has done, a rainy one; and I have, perhaps, expressed that opinion in private conversation among friends, though assuredly never in such a way as I could suppose would come to be publicly cited. I have received many letters about my 'predictions,' some informing me that I stand charged with predicting the most dreadful storm ever known in the memory of man, and asking me when and where it would take place. One gentleman having heard that I had stated that several feet thick of ice are interposed between the earth and the sun, thereby causing this cold summer—very consecutively and very rationally calls on me to publish a letter in the *Times*, informing the world how it got there.

You, sir, seem to have clearer and better notions about such things; and I dare say can easily understand how it is possible for an observant person, connecting many scattered indications and some very remarkable and unusual phenomena, with speculations on their possible or probable consequences, to have been led to form a general opinion as to the character of the season in advance, without aspiring to the rather unenviable reputation of a weather prophet. Scientifically speaking, and connecting these phenomena (which are *publici juris*) with the laws of solar periodicity, established by Schwabe and Wolf, I am disposed to regard the meteorology of the last twelve months as more pregnant with instruction than that of any equal lapse of time on record; and I may take some opportunity to state my views on that matter in a more definite and public form. But I certainly shall consider myself obliged by your repudiating for me the announcement of any given sort of weather for any given time and place, as a thing which I consider is at present quite beyond the power of any meteorologist, except in a very few cases, such as that of an iminent cyclone in the hurricane regions, from barometric indications, and one or two other strong indications of immediately impending changes, which general experience has suggested to 'the weather-wise.'

I am, Sir, your obedient servant,

J. F. W. HERSCHEL.

HOW TO USE THE BAROMETER.

The following is an extract from Admiral Fitzroy's instructions on the use of the barometer.

The barometer should be set regularly by a duly authorized person about sunrise, noon, and sunset.

The *words* on old scales of barometers should not be so much regarded for weather indications as the *rising* or *falling* of the mercury; for if it stand at *changeable*, and then rise towards *fair*, it presages a change of wind or weather, though not so great as if the mercury had risen higher; and, on the contrary, if the mercury stand above *fair* and then fall, it presages a change, though not to so great a degree as if it had stood lower; besides which, the direction and force of wind are not therein noticed.

It is not from the point at which the mercury may stand that we are alone to form a judgment of the state of the weather, but from its *rising* and *falling*; and from the movements of immediately *preceding* days as well as hours—keeping in mind effects of change of *direction*, and dryness or moisture, as well as alteration of force or strength of wind.

It should always be remembered that the state of the air *foretells coming* weather, rather than shows the weather that is *present*—(an invaluable fact too often overlooked)—that the longer the time between the signs and the change foretold by them, the longer such altered weather will last; and, on the contrary, the less the time between the warning and the change, the shorter will be the continuance of such foretold weather.

If the barometer has been about its ordinary height, say nearly thirty inches at the sea-level, and is steady or rising, while the thermometer falls, and dampness becomes less—north-westerly, northerly, or north-easterly wind, or less wind, less rain or snow, may be expected.

On the contrary, if a fall takes place with a rising thermometer and increased dampness, wind and rain may be expected from the south-eastward, southward, or south-westward.

A fall with low thermometer foretells snow.

When the barometer is rather below its ordinary height, say down to near twenty-nine inches and a half (at sea level), a rise fortells less wind, or a change in its direction towards the northward, or less wet; but when it has been very low, about twenty-nine inches, the first rising usually precedes or indicates strong wind—at times heavy squalls—from the north-westward, northward, or north-eastward; *after* which violence a gradually-rising glass foretells improving weather, if the thermometer falls; but if the warmth continue, probably the wind will back (shift against the sun's course), and more southerly or south-westerly wind will follow, especially if the barometer's rise is sudden.

The most dangerous shifts of wind, or the *heaviest* northerly gales, happen *soon* after the barometer *first* rises from a very low point; or if the wind veers *gradually*, at some time afterwards.

Indications of approaching changes of weather, and the direction and force of winds, are shown less by the height of the barometer than by its falling or rising. Nevertheless, a height of more than thirty (30·0) inches (at the level of the sea) is indicative of fine weather and *moderate* winds, except from east or north, *occasionally*.

A rapid rise of the barometer indicates unsettled weather; a slow movement, the contrary; as, likewise, a *steady* barometer, which, when continued, and with dryness, foretells very fine weather.

A rapid and considerable fall is a sign of stormy weather, and rain or snow. Alternate rising and sinking indicates unsettled and threatening weather.

The greatest depressions of the barometer are with gales from S.E. S., or S.W.; the greatest elevations, with wind from N.W., N., or N.E., or with calm.

A sudden fall of the barometer, with a westerly wind, is sometimes followed by a violent storm from N.W., or N., or N.E.

If wind sets in from the E., or S.E., and the gale veers by the south, the barometer will continue falling until the wind is near a

marked change, when a lull *may* occur; after which the gale will be renewed, perhaps suddenly and violently, and the veering of the wind towards the N.W., N., or N.E., will be indicated by a rising of the barometer, with a fall of the thermometer.

FORESIGHT OF THE WEATHER.

Admiral Fits Roy's Barometer Manual and Barometer and Weather Guide have been printed by the board of Trade—and are sold —one at a shilling, and the other at sixpence.* They embody all the rules which have been deduced both from theory and experience. The telegraph far outstrips the swiftest tempest in celerity. Admiral Fitz Roy, to whose unmitigated and enduring industry our fishermen and sailors owe so much, hopes soon to surround our coast with cautionary signals wherever there is a coastguard station. An approaching storm, so soon as its direction is ascertained, is to be telegraphed from any station where it is discovered, to all other stations between which there is telegraphic communication. From these stations cautionary signals are to be transferred by drums and cones at the coast guard stations, to every part of the coast which may be threatened. If our fishermen and coasters will only avail themselves of the means so furnished for them, if they will only learn the use of the barometer and thermometer, it is not too much to say that thousands of lives will be annually saved on our coast alone.—*London paper.*

USE OF A BAROMETER IN FARMING.

John Underwood, Esq., of Aurelius, says the *Auburn Advertiser*, secured his entire crop of hay this summer by consulting the barometer. The morning he commenced cutting his hay looked cloudy and felt like rain, still the barometer pointed unerringly to dry weather, and on the strength of that sent in his Kirby. The hay was cut, cured and secured before any rain made its appearance. But for the barometer, the hay would have been standing at this time. Who doubts that the instrument paid for itself by that one item of information? The time is coming when the farmer will as soon think of returning to the scythe as to be without the infallible weather prophet, the barometer.

REPORT ON AGRICULTURAL METEOROLOGY.

The Smithsonian Institute at Washington is preparing, by order of Congress, a most interesting report on agricultural meteorology, which will be a welcome boon to our farmers. Besides meteorological statistics, collected during the last ten years at nearly 400 stations, it will contain the arrival and departure of birds, fishes, and other migratory animals, and also the time of planting and harvesting of crops, &c., at the different parts of the United States.

THE LAW OF STORMS.

The Light House Board, in co-operation with the Naval Observatory in this city, and the Board of Trade, (and Admiralty,) London, is about to institute a system of meteorological observations, with a view to the furher development of the law of storms. By reason of the great extent of coasts of the United States bounding a portion of the two great oceans, and running through many degrees of latitude, from the frozen region of the Northern lakes to the evergreen peninsula of Florida, this Board possesses peculiar facilities for an intelligent co-operation in this great work. On every headland of this immense coast is perched a light-house, and at no other expense than the cost of the necessary blank forms, each light-house keeper may be converted into a practical meteorologist. The keeper on the Penobscot, equally with the keeper of Puget's Sound, will, at given hours of the day, register the condition of the aerial currents, and such other weather phenomena as may come under his observation. The observations are to extend through an entire year, at the end of which time, no doubt, a vast mass of interesting facts, the only true foundation of science, will have been collected for the philosopher.

CLIMATE ON THE ATLANTIC AND PACIFIC COASTS OF AMERICA.—The western coast of North America is so much warmer in the winter than the eastern coast, that a winter climate no colder than that of New York city extends as far north as 65°, corresponding in latitude with the middle of Hudson's Bay and the almost uninhabitable regions of Labrador. The valley of the Saskatchewan, in latitude 52°, one thousand miles north-west of Lake Superior, is very fertile, and wild cattle live through the winter upon the abundant grasses which it produces.

* On the last page we give a list of Meteorological apparatus and works kept at the Educational Depository, Toronto.

JOURNAL OF EDUCATION, Upper Canada.

TORONTO: MARCH, 1861.

*** Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases where so many letters are received (nearly 1,000 per month) on various subjects.

OFFICIAL REPLIES OF THE CHIEF SUPERINTENDENT OF EDUCATION, TO LOCAL SCHOOL AUTHORITIES IN UPPER CANADA.

(*Continued from the last No. of the Journal.*)

Common School Teachers cannot teach the Latin and Greek Classics in School Hours.—Trustees of a common school have no authority to allow their teacher to employ any part of his time, during school hours, in teaching Latin or Greek, or any other subjects not mentioned in the programme of studies for common schools, published in the *Journal of Education* and in the *School Manual*. The grammar, and not the common, schools are established by law to teach the elementary classics, and the people have a right to all the common school teacher's time during school hours to teach the subjects of common school education. If the school is not conducted according to law it forfeits all right to share in the common school fund, and the trustees become personally responsible for the money thus forfeited and lost to the section through their neglect in not conducting the school according to law.

Teachers are not required to make Fires.—The teacher is employed to teach the school, but he is not employed to make the fires and clean the school house, much less to repair the school house.

2. It is the duty of the trustees to provide for warming and cleaning the school house, and the duty of the teacher to see that the provision thus made by trustees for these purposes is duly carried into effect by the parties appointed. If the teacher undertakes to see these things done, for a certain remuneration or for what he may have to pay to get them done, very well; but it is the clear duty of the trustees to make provision for having them done.

3. The law also expressly prescribes the duty of trustees to repair the school house and keep it in repair. If any difference arise between trustees and teacher as to payment for either repairing the school house or warming it, the matter must be settled by an arbitration; and the ninth section of the School Law Amendment Act (published in the *Journal of Education* for June) makes trustees *personally* liable for the amount of any award of arbitrators, if they do not give effect to it within one month after being notified of it.

Teachers cannot make up Lost Time in the Holidays or Vacations.—Trustees can pay a teacher what they please and for teaching any time; but they have no authority to alter the period of the vacations; nor can they and the teacher make up by teaching during vacations or holidays any interruptions of the school excercises during the legal teaching days. No school can be allowed anything by way of apportionment for being kept open during legal holidays or vacations. The Legal Regu-

lations determine the days and periods of keeping the school open and closed; if any of the teaching days be lost, from any cause whatever, there must be a corresponding deduction from the apportionment; however, the teacher may be compensated by the trustees and parents for making up lost time by teaching during vacations and holidays, but not out of the school fund.

Trustees can have no pecuniary claim upon the School Corporation.—The sixth section of the School Act passed last May, and published in the *Journal of Education* for June, is as follows:—"It shall not be lawful for any common school trustee to enter into a contract with the corporation of which he is a member, *or have any pecuniary claim on such corporation*, except for a *school site* or as *collector* of school rates, and then only when he shall be appointed and the warrant be signed by the other two members of the corporation with the seal of the same.

2. No trustee, therefore, can lawfully receive or be allowed any remuneration as secretary-treasurer; no trustee is obliged to accept the office of secretary-treasurer; and if the trustees think proper to remunerate that officer, they must appoint one who is not a member of their corporation.

EXAMINATION FOR GRAMMAR SCHOOL MASTERSHIPS.

In future the meetings for the examination of candidates for Grammar School masterships, in the Normal School buildings, will only be held half-yearly, (instead of quarterly as heretofore) viz.: on the *first Monday in January* and on the *last Monday in June*. As intimated in this *Journal* for January, we may again state that the first book of Ovid's Fasti has been added to the list of subjects of examination.

ILLEGAL SIGNING OF TRUSTEES' NAMES.

Applications for maps, apparatus and prize books, are frequently received at the Educational Department on which the Trustees' names are written by the teacher or other person; whether with or without their consent does not often appear. As these applications are in the nature of a contract entered into by the trustee corporation with the Educational Department, and to which the corporate seal must be attached, it is obvious that no person whatever, except the individual trustees themselves, can lawfully sign these applications, unless authorized to do so by a written power of attorney. To prevent disappointment, (as these documents are invariably returned for *bona fide* signatures) it is proper to call the attention of trustees to a growing practice which is not only illegal in itself, but which might lead to many abuses, if not to actual forgery.

THE TRUSTEES' SCHOOL MANUAL FOR 1861.

The Trustees' School Manual, for 1861, has been sent out during the present month to the County Clerks for gratuitous distribution, to school corporations alone, through the Local Superintendents. Trustees will therefore not apply to the Department for copies, but to their own Local Superintendents. To other parties copies can be supplied from the Depository of the Educational Department, at 25 cents each, or 30 cents including postage, which must now be paid in advance. The School Manuals for Grammar and Common Schools, were sent out last July addressed to the Chairman, Secretary and Local Superintendent of schools in the Cities, Towns and Incorporated Villages. Extra copies, as above, 30 cents.

III. Papers on Practical Education.

1. THE TEACHER'S OFFICE.

"Take heed that ye despise not one of these little ones,"—MATT. xviii. 10.

Desirest thou a Teacher's work? Ask wisdom from above:
It is a work of toil and care, of patience and of love.
Ask for an understanding heart, to rule in godly fear
The feeble flock of which the Lord hath made thee overseer.

Alas! thou surely may'st expect some evils to endure—
E'en children's faults are hard to bear, and harder still to cure;
They may be wilful, proud, perverse, in temper unsubdued,
In mind obtuse and ignorant, in manners coarse and rude;
Thou mayst contend with sluggish minds, till weary and depress'd,
And trace the windings of deceit in many a youthful breast;
Yet scorn them not: remember Him who loved his lambs to feed,
Who never quench'd the smoking flax, nor broke the bruised reed;
Who for the thankless and the vile pour'd out His precious blood;
Who makes His sun to rise upon the evil and the good.
The love of God extends to all the works His hand has fram'd;
He would not that the meanest child should perish unreclaim'd.
Pray that His Holy Spirit may thy selfish heart incline
To bear with all their waywardness as He has borne with thine.

If by example, or by word, thou leadest them to sin,
Thou perillest the precious souls that Jesus died to win;
If thou from indolent neglect shouldst leave their minds unsown,
Or shouldst their evil passions rouse, by yielding to thine own;
Shouldst thou intimidate the weak, and thus destroy their peace,
Or drive the stubborn to rebel by harshness or caprice;
Shouldst thou their kindlier feelings chill by apathy or scorn,
'Twere good for them, and for thyself, that thou had'st ne'er been born.

But oh! what blessings may be thine, when thou hast daily striven
To guide them in the narrow path that leadeth up to heaven;—
What joy to see their youthful feet in wisdom's way remain;
To know that, by the grace of God, thy labour is not vain;
To watch the dawn of perfect day in many a hopeful child;
To see the crooked mind grow straight, the rugged temper mild;—
To mark the sinful habit check'd, the stubborn will subdued;
The cold and selfish spirit warm'd by love and gratitude;
To read in every sparkling eye a depth of love unknown;
To hear the voice of joy and health in every silver tone!

If such the joys that now repay the Teacher's work of love,
If such thy recompense on earth, what must it be above!
Oh! blessed are the faithful dead who die unto the Lord;
Sweet is the rest they find in heaven, and great is their reward;
Their works performed in humble faith are all recorded there;
They see the travail of their souls, the answer to their prayer:
There may the Teacher and the Taught one glorious anthem raise;
And they who sow, and they who reap, unite in endless praise!

—*English Pupil-Teacher.*

2. BLESSED CHILDREN.

Christ, in blessing the little ones of Judea, blessed all children; and meant that we should reverence them as the hope of the world. —How when life grows dark before us—when its woes oppress, and its crimes appal, we turn instinctively to little children; with their brave, sunny faces of faith and good cheer—their eyes of unconscious prophecy, and drink from the full fountain of their fresh young natures, courage and comfort, and deep draughts of divine love and constancy. How a child's pure kiss drops the very honey of heaven into the heart soured by worldly misfortune!—How a child's sweet smile falls like oil on the waters of thoughts vexed by worldly care, and smooths them into peace!—*Grace Greenwood.*

3. THE CONDUCT OF OUR SAVIOUR TOWARDS ST. PETER: A MODEL FOR TEACHERS.

From the German.

My dear friends, I am about to ask you to contemplate with me, for a short time to-day, the highest object which can engage the thoughts of man,—an object which to man is of more real worth than kingdoms and empires, than all that this earth can afford: it is the contemplation of the portrait—of the character—of our Lord Jesus Christ, to which I refer. The meditating on such high excellence will doubtless make you feel the immeasurable distance which you are removed from it, and thus, I trust, increase your humility. But it will also, at the same time, lead you to feel more deeply the dignity of your vocation, as teachers, and to strive, as

far as in you lies, to become more and more like your great Exemplar. Every Christian should endeavour to become like Jesus, and, of all Christians, the teacher ought to strive most; and especially the teacher who has not merely to impart secular instruction, but to teach Christianity itself. The Spirit of God that descended upon Jesus at his baptism will also descend upon you, and dwell with you, if you sincerely ask him. The Spirit of Duty which accompanied him in all his journeyings will not forsake you. His Spirit of Unselfishness, which sought neither lucre nor honour, but the good of man and the glory of God, will be with you. The Spirit of Love and of Patience, that prevented Him from becoming embittered, dejected, or wearied in well-doing, because of the faults of men, will also be with you in your work, which has a great similarity to that in which he engaged on earth. You, teachers, have to do with children, whose faults, no doubt, occasion you many a bitter feeling. If on this account you feel discouraged, and forget to weigh the faults of children against the yet greater faults of men, then think of our Saviour's conduct towards the erring Peter. Peter was an eminent character. He was named by Jesus himself a Rock, on which he was to build his Church. He was of a vehement disposition, prompt to engage in everything that was good, and was thoroughly penetrated with love to Jesus. Jesus knew all this, and yet he did not expect from him spotless virtue, nor sinless obedience. Jesus told him beforehand that he would fall. He knew that he would fall, and fall deeply too; but He knew also that he would bitterly repent, and would arise again from his fall. Teachers, do not you expect, do not you require, from your pupils more than can be reasonably expected from the children of fallen man. Do not look for ripe fruits in the days of blossoms. Do not reckon on steady attention in the years marked by light-mindedness, nor on manlike earnestness and imperturbable steadiness in the period of life in which all is vacillation and weakness. The faults of children should not surprise you as *something extraordinary*. If they did *not* commit faults, that would indeed be extraordinary —something to be surprised at. The physician does not vex and annoy himself because there are diseases. It is because there are diseases that he is a physician. And it is because children are not yet what they ought to be that you are teachers. But above all, take heed with respect to your favourites. Peter (after John) appears to have been one of Jesus' most favoured Apostles. But was Jesus, on that account, blind to his faults? The faults of our most hopeful pupils, we all know from experience, vex us most; still they ought not to come upon us as matters unexpected. The teacher may look round on his pupils, and fix his eyes on this one or that one, and say, "I have every reason to hope that So-and-so will grow up a good man and a useful member of society." So he may, but you must not expect him to grow up free from faults. Your expectation of him, and your prayer for him, ought rather to be, that he may never fall so far, but by God's grace he may be again restored.

My dear friends and fellow-teachers, put your hands upon your hearts, and call to mind your boyish days, and say whether in those days you were free from faults. I was not.

Jesus seemed never to doubt of the power of "*amendment of life*," and received into his peculiar favour those in whom he perceived evidences of it. He would have received even Judas, the betrayer, had he turned to him with hearty repentance, and "with full purpose of amendment of life," and had he not put such an untimely end to his life. Thus we find that the first thoughts of Jesus, after his resurrection, were of Peter. The angel sent from heaven to comfort the pious women at the sepulchre, thus spoke to them, "Go your way: tell his disciples and *Peter* that he goeth before you into Galilee: there shall ye see him, as he said unto you." Thus was the fallen but repentant Peter singled out by name from the rest of the disciples to be the recipient of the glad tidings that Jesus was risen indeed. How can I picture to you that meeting which took place between Peter and his Lord on the sea of Galilee? when those who had not fallen could tediously sail to the shore, but the fallen one cast himself into the sea, and swam to Jesus. The few minutes which he might be with Him, before the others came, were prized by him. Jesus did not allow his fall to pass by without mention and without reproof. To have done so would have been weakness, and perhaps even an encouragement to future transgressions. Yet how mildly, how tenderly he recalls his sin to the mind of the fallen one! "Simon, son of Jonas, lovest thou me more than these?" At one time Peter would doubtlessly have answered "*Yes*" to this question without hesitation; but he had now learned to know himself better. His answer was, "Lord, thou knowest that I love thee." Jesus repeated his question three times. Do you think it was to remind Peter of his threefold denial? I believe it was. Jesus assured the repentant Peter of full forgiveness, and at the same time intimated that he had yet much good to do: to feed His lambs, to feed His sheep; to glorify God in his life, and by his death.—W. R., *in English Journal of Education.*

4. ON THE OUTWARD FORMS OF RESPECT DUE TO PARENTS.

There is great danger at the present day of parents neglecting to cultivate in their children a habit of reverence towards their seniors and superiors, and, most especially, towards themselves as the "father and mother," whom God commands children to "honour." By this *honour* or *reverence* to parents we mean something different from ordinary obedience—a feeling which, having its seat in the heart, shows itself in the movements of the body, the tones of the voice, and the words of the lips.

We will suppose that a family has been piously trained, taught to speak the truth, keep holy the Sabbath-day, and obey their parents. There may be no immorality, no positive disobedience, and yet there may be no reverence, none of those outward signs of respect which are due to all superiors in age or station, more especially to those who hold the parental relation. In such a household you hear the older children arguing, sometimes disputing, with their parents; entering or leaving their presence without any respectful recognition; continuing their conversation with each other or with strangers when a parent comes into the room, without even a look to ascertain whether it is agreeable; and even occupying the most comfortable seats, without offering to resign them. It is no uncommon thing to see a boy rush into his mother's presence with his hat on his head; to hear the door closed with a loud noise, if closed at all; and the parent greeted in a voice as shrill, and a tone as familiar, as that with which he would hail a companion on the playground. Is the mother who permits this conduct discharging her duty, and teaching her son to "honour" his mother?

We have too often seen young girls enter a father's presence with a brusqueness of manner, which was as irreverent to him as it was discreditable to herself. Perhaps such a daughter finds her parent reading or writing, yet, without any pause to see if he raises his head and looks a permission, she will enter into familiar discourse on some frivolous topic. We need not be surprised if, on being reproved, she leave the room with a frown, and show her reverence for the paternal relation by exclaiming to the first person she meets, "Father is *so* cross!" Another mode of showing a want of reverence is by a shrug of the shoulders, or a glance at a brother or sister, when anything is said by either parent that is opposed to the child's wishes. Command what is agreeable, and you are instantly obeyed; require what is painful or disagreeable, and you may see a pout or a frown. Fathers, may it not be that you allow your children to treat you with too great familiarity of manner? Have you required them, as you ought, to "rise up" and "do you reverence?"

If parents wish to be treated with respect by their sons and daughters who have arrived at an age to judge of what is right, let them train their children from infancy to observe all the outward forms of respect which are required in their own station in life. The boy who takes off his cap on entering his mother's sitting-room, who quietly closes the door, and waits till a glance assures him he may speak, is not the less likely to be received with all a mother's kindness, and to be listened to with undivided attention. Outward courtesy will be no restraint on the confidence which ought to exist between parents and children. The daughter who is accustomed from early childhood to look with respect towards her father before she addresses him, will be more likely to receive pleasure from his conversation, and to give him her confidence in return.

If mothers be allowed to indulge in a little maternal vanity—and who will deny them such a gratification?—they cannot secure it better than by accustoming their young children to habits of politeness towards themselves and each other. We were once much struck by seeing a little fellow stand some few minutes unnoticed by his mother's side, looking at a lady visitor who did not speak to him; at last he caught a glance of encouragement, walked quietly round the table, took the lady's hand, and kissed it. After answering the few simple questions put to him, he left the room on receiving a look of permission from his mother. Boys should be accustomed to hand a chair, or a book, or any other object to their mother, with the courtesy which, in after life, they would act similarly towards other ladies of their acquaintance. Why should not a little girl move as gracefully and speak as gently to her father as to a stranger? This will prove no check on the much-coveted "romp with papa;" it will render it the more certain, as the father will know that he may "indulge his pet" with safety, being assured that he will be immediately and graciously obeyed when he wishes to stop.

The cultivation of quiet and considerate manners in children is of immense value during periods of illness, that of parents especially. We have seen a little girl literally soothe the violent pain of neuralgia by quietly climbing on to the sofa, and gently stroking the cheek of the sufferer, at the same time whispering words of endearment and condolence. We have seen the wearied, care-worn father kindly and silently received by his watchful daughter on his return from business, his hat and gloves removed, his slippers placed before him,

and a loving kiss pressed on his hand or forehead; and then a smile of encouragement was given, and words of cheerful greeting and enquiry passed between them; and the wrinkled brow was smoothed, and lines of care were toned down, and the weary eyes were again beaming with love and joy. Mothers, is it not wise and good early to train your daughters to habits of gentle, loving courtesy?

In order to secure such results as we wish to describe, parents must exercise towards each other, in the presence of their children, the habits and virtues which they desire to cultivate in their children. If the husband speaks in a loud, imperious, dictatorial tone to his wife; if he neglects to pay her those little attentions which her sex and her position demand, he will in vain require his children to "honour" her. We often see boys acting towards their sisters as they observe their father treat their mother; this is generally the case with the poor, and ignorant, and irreligious; the words, looks, and actions of the husband are repeated by his boys—first towards their sisters, and afterwards towards their mothers. The same is the case with the mother and daughter. If she neglect her husband's wishes, disregard his comforts, and disobey his commands, she need not wonder that her daughter follows her example. Even when parents live together in almost perfect unity, there will be times when differences will arise, when bodily indisposition, the trials of the world, or the cares of domestic life, make it almost impossible for the temper to be under perfect control; let not, we entreat you, parents—let not your children see or hear a jarring chord. Let not those watchful observers be present when the wife forgets that she must "obey her husband in the Lord;" or, far more onerous duty, when the husband neglects that solemn command, "And ye husbands, love your wives, even as Christ loveth the Church."—*British Mothers' Journal.*

IV. Biographical Sketches.

No. 7.—FREDERICK WILLIAM IV., KING OF PRUSSIA.

Frederick William IV., King of Prussia, was born October 15, 1795, and succeeded his father, Frederick William III., on the 7th June, 1840. Having received his education under the most eminent professors in Germany, he took part as a simple officer in the campaigns of 1813 and 1814. For some years prior to the death of his father, the Crown Prince was looked upon as the hope of the Absolutist party; but shortly before his accession to the throne, his feelings and principles are supposed to have undergone a change. It was seen with pleasure by the most enlightened men of Prussia that he inclined to the Liberal side, and a policy was expected of him which would have the effect of bringing his administration into closer harmony with the national feeling, at least in so far as its foreign policy was concerned, which leaned too much to the side of Russia to please the patriotic and intensely German party; that desired to be German above all things, even more than it desired to be Prussian. When in the fulness of time he mounted the throne, these hopes seemed on the point of realization. He conceded several reforms, which, though of a minor character, were hailed with delight as the precursors of a better system, and presented, in many respects, a marked and favorable contrast to his father, who had almost uniformly held and acted upon the doctrines of Absolutism. The new reign was unmarked by any great event until the fatal year of 1847, when the revolutionary insanity of the period infected the people of Berlin, and led to collisions between the military and the citizens. The King took measures to calm the tempest of insurrection, placed himself at the head of the national party, and proposed to fuse all the German States into a great federal union, under a single monarch. His famous saying, "Prussia disappears and Germany is born," added fervor to the existing excitement throughout Germany. But the King's enthusiasm not only led him too far for the time, but very soon cooled. An unfortunate though accidental quarrel between the people of Berlin and the soldiers induced exasperation on both sides, and renewed bloodshed was the result. Prisoners were taken, but the King released them, following up his clemency by a general amnesty for political offences, and by forming a new administration from the ranks of men in the popular confidence. Restored tranquility was the almost immediate consequence of his measures. Shortly afterwards, and still with German unity as his watchword, he undertook to protect Schleswig-Holstein in opposition to the claims of Denmark; but when the National Assembly at Frankfort passed over his pretensions, and elected the Archduke John Lieutenant General of the German empire, Frederick William became convinced to all appearances that "German unity," such as is desired by the enthusiastic students of Germany, was a game too difficult for him to play; and that as a King he would better consult the interests of his kingdom, by giving more of his attention to Prussia, and less to Germany, than he had been in the habit of doing. At the outbreak of the Crimean war, it was confidently expected that the King of Prussia would have cast in his lot with Great Britain and France in support of the equilibrium of Europe, but with the vacillation which has marked every period of his career, his intentions were always in advance of his acts; and the reason for doing the right thing was balanced in his mind for some reason equally cogent for not doing it, or at all events for postponing it; and time wore on, and found him equally distrusted by Russia and the Powers opposed to her. In the year 1857 symptoms of mental aberration were observed by the physicians of his Majesty, and those symptoms continuing to grow stronger, it was deemed necessary to establish a regency; and on the 9th of October, 1858, the King's brother, Prince Frederick William Louis, the heir presumptive to the throne, was inducted into the office, and took the necessary oaths amid the general satisfaction of the people. The King was married on the 29th of November, 1822, to Elizabeth Louisa, daughter of the late Maximilian Joseph, King of Bavaria. There has been no issue by the marriage, so that after the actual regent, the heir presumptive to the throne of Prussia, is the Prince Frederick William Nicholas Charles, married on the 25th of January, 1858, to the Princess Royal of England.

No. 8.—THE REV. DR. CROLY.

We regret to state that this distinguished divine and scholar died lately in the neighborhood of his residence, Queen Square, Bloomsbury. It appears that the Rev. gentleman had only left home a few minutes, and was seen walking apparently in good health, when he staggered, fell, and almost immediately expired. The Rev. gentleman had been rector of St. Stephen's, Walbrook, for 35 years, and was much respected by his flock. Dr. Croly was eighty years of age, having been born in Dublin in 1780. He was a graduate of Trinity College, in his native city, and began his literary career in 1816, with a poem entitled "Paris in 1815," describing the art treasures of the French capital, which Napoleon I. had collected from the various cities of Southern Europe. In 1820 he wrote "The Angel of the World, an Arabian Tale," and in 1830 a collection of his satires was published. In 1822 he wrote the tragedy of "Cataline," and in 1824 the comedy "Pride shall have a Fall," which had a success at the Covent Garden Theatre. His "Salathiel," a story founded on the legend of the Wandering Jew, and written in 1827, was extensively read, and was quite popular. Dr. Croly's other works show considerable versatility of literary industry.

No. 9.—THE DUKE OF NORFOLK.

The deceased nobleman was the fourteenth Duke of Norfolk, was born in 1815, and had succeeded to the dukedom only four years ago. He was a son-in-law of the late Lord Lyons. His son and heir, the Earl of Arundel and Surrey, is a boy only thirteen years old.

No. 10.—FUNERAL OF THE LATE BARON BUNSEN.

On Saturday, the 1st December, the funeral took place of his Excellency the late Baron de Bunsen, so many years Minister Plenipotentiary from the Court of Prussia to England, and previously Prussian Minister in Rome, whose death we recorded as having taken place at Bonn on the 28th ult. The coffin was of oak in the form of a sarcophagus, the lid much raised, and composed of a succession of plain mouldings in the wood. It was covered with wreaths of evergreens, intermingled with garlands and flowers,—most of them sent by friends. Near the head was a bunch of flowers and a small wreath which her Royal Highness the Princess of Prussia, had herself sent from the station as she passed through Bonn on her way to Berlin the preceding week, as a mark of sympathy and remembrance, and which had been preserved till the death of the Baron de Bunsen, and been buried with him. A garland of evergreens in festoons surrounded the sides of the coffin, on which were six handles. The Lutheran clergyman having arrived, entered the library, in the centre of which the coffin stood, and were also the Baroness de Bunsen, with Mademoiselle de Bunsen and Mademoiselle Amelia de Bunsen, Lady Llanover, Madame Charles de Bunsen, and Madame George de Bunsen.

A favorite hymn of the late Baron Bunsen was then played on the organ, and the coffin was raised by his three sons, his son-in-law, and his two secretaries. The coffin was borne down stairs by the handles between the above-named individuals, covered (as described) with flowers and garlands, and followed by a cushion, carried by his attached servant, on which was the star and riband of the order of the Red Eagle, and the star and riband and grand collar of the order of Saxe, &c.; next to which walked his Excellency Baron d'Usedom, with Lord Llanover and Count Goltz, followed by a numerous procession of students of the different corps, in striking

costume, with their chiefs, dressed in black velvet with white gauntlets and red or white plumes, carrying standards, followed by gentlemen, two and two ; the whole was preceded by the military band of the Royal Hussars, commanded by Count Goltz, who took up the same hymn which had been played on the organ until the coffin left the house, and continued playing it in the most impressive manner through the town, passing round the Grande Place, through the Stern Gate to the cemetery without the town, a distance of nearly a mile. The Baroness de Bunsen and her daughters, with Lady Llanover, met the procession at the grave, where the band having ceased playing, a hymn was sung, after which a funeral oration was pronounced by the Lutheran minister, who afterwards prayed ; and then on giving a signal, a shovelful of earth was held at the feet of the coffin, out of which each son of the deceased in succession sprinkled a little with his hand on the coffin, followed by Lord Llanover and other male friends and connexions. : The Lord's Prayer and a hymn concluded the ceremony, which was most impressive, and must have been truly congenial to the feelings of the nearest relations of the deceased Baron. There were no mutes, no hearse, no hired mourners, no noisy confusion of carriages and horses, and although an immense concourse of the lower class attended, there was no indecorum or confusion occasioned by any person ; all reverently uncovered when the minister took off his black cap, and did not replace their hats until he set the example. When the coffin had been borne a certain distance by the sons of the deceased, their places were taken in turns by the students of the University, and at the grave the chiefs of the corps stood in the foremost line, holding their respective standards. The coffin was left on the platform over the grave, covered with flowers, and not lowered to its last resting place till all the attendants had departed. On the opposite side of the same cemetery are the remains of Niebuhr, who preceded the Baron de Bunsen as Prussian minister in Rome, who in his turn was succeeded there by the Baron d'Usedom. The late Baron de Bunsen has left, besides his widow, ten children to lament his loss, five sons and five daughters, of whom six were under his roof at the time of his decease. Of those absent, his youngest son is attached to the Prussian Embassy in Japan. His eldest son, the Rev. Henry de Bunsen, is rector of Lilleshall, having entered the established church of Great Britain. Of his daughters two are married—the Baroness d'Ungern Sternberg and Mrs. Battersby Harford ; three of his married children (including Mr. Ernest de Bunsen, who married Miss Gurney) reside altogether in England.

V. Statistical Papers.

1. HISTORY OF THE NATIONAL DEBT.

The first form in which the State seems to have borrowed money was by way of anticipating the duties of future quarters, or of the following year. In 1691 a sum of £3,130,000, was borrowed in this form, and in that year the only public debt consisted of that temporary loan, upon which the interest was £232,000, or at the rate of about 7½ per cent. These loans seemed to have ceased in 1753, or at least there is no separate account of them after that period. But the practice in another shape prevails to this day. In every quarter, where there is a deficiency in the means to meet the charges upon the Consolidated Fund, and the dividends of the public debt, there are issued to the Bank of England deficiency Exchequer-bills for the amount, which are paid off from the accruing revenue of the coming quarter, and which constitute, therefore, a loan in anticipation of duties. Again, there is extant now a law which enables the Treasury to raise money for any of the services of the year, upon an issue of what are called "Codsolidated Fund Bills," but which must be paid off from the revenue of the next following quarter. These again form a loan in anticipation of duties. The next form of debt which we find was in the shape of navy bills. which were issued in 1693, to the amount of £1,430,439. This form of debt existed until 1795, when they, together with the ordnance debentures, appear to have been consolidated with the funded debt. In the following year, 1694, the first loan was made by the Bank of England to the Government, amounting to £1,200,000, at 8 per cent. This loan continued stationary until 1709, when it was increased to £3,375,028, and the interest reduced to 6 per cent. It remained at this amount until 1718, when it was increased to £5,375,000, partly at 6 per cent. and partly at 5 per cent. The debt to the Bank of England reached its *maximum* of £14,686,800, in 1816, at the rate of 3 per cent., at which it stood till the renewal of the charter in 1834, when it was reduced to £11,015,100, at which it now stands. The next form in point of date in which the nation borrowed was by the issue of the ordinary Exchequer Bills in 1698 to the amount of £500,000. This form of unfunded debt has been more largely used than any other, and their issue seems to have reached the *maximum* in 1814, when the amount was £56,987,700. At the close of the last financial year they were reduced to £13,277,400, a quantity amounting to £7,000,000, having been funded a few months before. In point of date, the next form of public debt was a loan of £2,000,000, from the East India Company at 8 per cent. In 1707, this loan was increased to £3,200,000, and the interest reduced to five per cent. In 1744, a further loan of £1,000,000, seems to have been made at 3 per cent., and in 1757 the whole (£4,200,000), was reduced to that rate. This loan continued to that amount till 1793, when it was paid off. These loans from the Bank of England and from the East India Company must be regarded in the light of payments from their stocks as the price of the monopolies which they enjoyed. It was not until 1706 that the portion of the debt called the National annuities was contracted. In that year annuities at the rate of 6 per cent. were contracted for to the amount of £664,263. This sum was increased in 1711 to £2,125,033, and in 1712 to £9,816,563. In the following year a small amount was issued at 4 per cent. In 1716 the 6 per cent. Annuities ceased, and for many years the National Debt was in the form of 4 and 5 per Cent. Annuities. The first time the 3 per Cent. Consolidated Annuities appear is in 1722, when the whole capital of the funded debt, including the debts to the Bank of England, the East India Campany, and the South Sea Company, amounted only to £49,874,736. At the same time the amount of the unfunded debt was £4,281,476. This was the growth of 31 years. The system of borrowing having been once fairly entered upon, it went on steadily from year to year, notwithstanding the remonstrances of enlightened men, until in 1761, at the beginning of the reign of George III., the funded debt had reached £109,908,947, when the unfunded debt was £4,386,040, making a total of £114,394,987. In the next 20 years the amount was increased by another £100,000,000, and in 1782 it stood at £214,792,586. In ten years more it increased to £239,663,421, at which it stood in 1792, before the commencement of the long struggles which terminated in 1815. During those 23 years the debt increased by no less a sum than £621,375,628, the total amount funded and unfunded being in that year £861,039,049, the *maximum* point to which it ever reached. The only period in English history during which the public debt did not increase, but, on the contrary underwent a diminution since 1621, when the art of State borrowing was first inaugurated, has been the time that has elapsed from 1815 to the present time. Undea the influence of the sinking fund, established in 1821, the debt diminished, until, in 1834, it reached the *minimum* at which it had stood since the close of the French war. It was then £773,234,401, being a reduction from 1815 of £87,804,648, or at the rate of upwards of four millions-a-year. In 1835 an increase took place in order to raise the Slave Indemnity Fund. In 1841 it again rose to £792,308,685. A gradual reduction then took place until 1853, when it stood at £769,082,549. Then came the Russian war, in consequence of which the amount rose in 1856 to £808,108,722. Since then it has been reduced to the sum of £805,078,554, at which the funded and unfunded debt together stood on the 31st day of March, 1858. It has been thus that in 168 years the public debt of England has grown from a sum of £3,130,000, and an annual charge of £232,000, to a sum of £805,078,554, involving an annual charge of £28,204,299, to be borne by the capital and industry of the country.—*Economist.*

2. ENGLISH COTTON FACTORIES.

From a paper recently read by Mr. David Chadwick, of Selsford, before the "London Statistical Society," we are enabled to present several interesting facts relating to the machinery of cotton mills and the wages of factory operatives. In the cotton mill, seven classes of workmen are employed in the several departments following :—1, as engineers, porters, &c. ; 2, in cotton mixing and blowing ; 3, in carding and preparing ; 4, in self-acting mule spinning ; 5, in throstle spinning ; 6, in spinning upon hand mules ; and 7, in power-loom weaving. In a mill of 500 hands, the numbers employed respectively in these departments are as 27, 8, 72, 35, 69, 275, and in beaming, and twisting and sizing, 14. Of the whole number, 19 per cent are men : 50.2 per cent women ; 6.6 per cent boys ; and 24.2 per cent girls.

During the last twenty years, the wages of all classes of factory hands have increased from 10 to 25 per cent, owing chiefly to the improvements in machinery enabling them to perform a larger amount of work, and thereby increase the value of their labour.

In 1856, there were 3,046 cotton factories in England and Wales ; 1,480 of which were situated in Lancashire. Notwithstanding that legislative restrictions were laid upon the employment of young persons, and the reduction of the time of labour from 69 hours per week to 60, the imports of raw cotton increased from 646,000,000 lbs in 1844, to 1,034,000,000 lbs. in 1858 ; whilst during the same

period, the value of the exports of cotton goods, twist, and yarns, increased from $130,000,000 to $215,000,000—an extension which illustrates alike the immense demand for cotton fabrics, the commercial development produced by machinery, and the enterprise of the cotton lords of England.

The estimated number of operatives employed in the cotton trade of Lancashire is upwards of 400,000 hands. Reckoning the average rate per head at 10s. 3½d. per week, the aggregate wages for that number would amount to about $1,029,000 weekly, or over $53,000,000 per year; whilst, for the whole of England and Wales, the aggregate annual wages would be about $110,000,000. Mr. Chadwick estimates the number of spindles employed in Lancashire at 28,000,000, and of looms 360,000. The aggregate capital now invested in the cotton manufacture of Lancashire, is as follows:—

Spindles, 28,000,000, at 18s. each	£25,200,000
Looms, 360,000, at £20 each	7,200,000
	£32,400,000
Add to which, as the estimated value of materials and stock, of manufactured goods, and of working capital—say	20,000,000
	£52,400,000

Applying the same ratio of valuation to the remaining 1,566 mills in other districts of the country and in Wales, we shall have as the aggregate capital employed in the cotton trade of England and Wales, about $525,000,000. These figures may afford some idea of the enormous interests dependent on the cotton crop of America.—*Hunt's Merchants' Magazine.*

3. THE COTTON TRADE OF FRANCE—ITS COMMENCEMENT AND PROGRESS.

The Paris *Siècle* of the 26th of January contains an article giving a historical sketch of the cotton trade in France, from its importation by the brothers Bowers, of Ghent, in 1800. There were 2,606 cotton manufactories at work in France in the year 1850. The spinning mills employed 63,064 workmen, the cotton cloth manufactories 188,567, and the manufactories of inferior articles 23,299. The spinning mills contained 16,301 frames, and the manufactories, 113,378. The production of these establishments amounted in value to only 334,000,000f., which would give only 10f. worth to each inhabitant, or scarcely four shirts, or six pairs of stockings, or one sheet, which is too little for a civilized country, particularly when we consider that a large quantity of the cotton manufactured in France is exported. The cotton imported annually into France from America, Asia, and second hand from England, is estimated at 72,000,000 kilogrammes, value about 108,000,000f. This sum is increased by the import duty, which in 1851 amounted to 12,320,000f., or about an eighth of its real value.—*Ibid.*

4. BRITISH RAILROADS.

The following is a summary of the annual aggregate resource of the railroads of the United Kingdom, since 1842, with the number of miles in use at the end of each year:—

	Miles opened.	Receipts.		Miles opened.	Receipts.
1842	1,630	£4,470,700	1843	1,736	£5,022,650
1844	1,950	5,814,980	1845	2,243	6,900,270
1846	2,840	7,945,870	1847	3,710	9,277,671
1848	4,626	10,455,100	1849	5,950	11,683,800
1850	6,733	13,142,235	1851	6,928	14,987,310
1852	7,337	15,543,610	1853	7,774	17,920,530
1854	8,028	20,000,520	1855	8,240	21,123,300
1856	8,761	22,995,500	1857	9,171	24,162,460
1858	9,568	23,763,764	1859	9,883	25,576,100

VI. Miscellaneous.

1. THE FALLING SNOW!

How gently falls the snow!
The air is calm and still,
The whispering winds have ceased to blow
O'er wintry plain and hill;
And now from all the o'ershadowed skies
All noiselessly and slow,—
As sent on tenderest ministries,
So falls the feathery snow.

How rudely falls the snow!
When o'er the frost bound earth
The angry storm-winds fiercely blow
From the far icy north;
On, on, before the furious blast,
Till whirled in drifts below,
The myriad flakes go hurling past,—
So falls the arrowy snow.

How lightly falls the snow!
To those where fortune smiles,
How gay the wintry moments go
Where festal mirth beguiles,
'Tis but the call to wilder joy
Than milder seasons know,
And sport and dance the hours employ,—
So merrily falls the snow.

How heavily falls the snow!
To those—the suffering poor—
How cold the hearths where want and woe
Have opened wide the door;
O, long and lone they count the hours,
And heart and hope sink low;
For o'er their lot a grim fate lowers,—
So drearily falls the snow.

2. EDUCATION OF THE QUEEN'S CHILDREN.

At the sea-side residence of Queen Victoria, in the Isle of Wight, a large portion of pleasure grounds is appropriated to the young princes and princesses, who have each a flower and a vegetable garden, green-houses, hot-houses, and forcing frames, nurseries, tool-houses, and even a carpenter's shop. Here the royal children pass much of their time. Each is supplied with a set of tools, marked with the name of the owner; and here they work with the enthusiasm of an amateur and the zeal of an Anglo-Saxon. There is no branch of gardening in which the royal children are not *au fait*. Moreover, on this juvenile property is a building, the ground-floor of which is fitted up as a kitchen, with pantries, closets, dairy, larder, all complete in their arrangements; and here may be seen the young princesses, arrayed *a la cuisinière*, floured to the elbows, deep in the mysteries of pastry making, like a rosy New England girl, cooking the vegetables from their own gardens, preserving, pickling, baking, sometimes to partake among themselves, or to distribute to the poor of the neighbourhood, the result of their handiwork. The Queen is determined that nothing shall remain unlearned by her children; nor are the young people ever happier than during their sojourn at Osborne. Over the domestic establishment is a museum of natural history, furnished with curiosities collected by the young party in their rambles and researches—geological and botanical specimens, stuffed birds and animals, articles of their own construction, and whatever is curious or interesting, classified and arranged by themselves. Here the most exalted and purifying tastes are cultivated. Here nature, common to us all, is studied and admired; while beyond this, a capability of entering into the condition of the people, and a sympathy for their labors, is acquired by a practical knowledge of what labor is; and though we need scarcely suppose that the royal children weary themselves as those who toil by the sweat of their brow, yet, even in their moderate digging and working, they must learn the better to appreciate the results of labor in the luxuries surrounding them. Not plants alone are cultivated, but health, vigor, and liberality—every quality, in fact, that must tend to make them better men and women, and better fitted to fill the stations Providence has allotted to them.—*Home Journal.*

3. THE QUEEN AND HER TWO DAUGHTERS.

Two of the little English Princesses once went into a room where a servant was polishing a stove-grate, and insisted on helping her. After getting possession of the brushes, they polished the woman's face instead of the grate. The servant was ready to sink with confusion, for she could not leave the apartment without encountering Prince Albert. He was astonished to see so dirty an object emerging from his rooms, and inquired the meaning of it. The servant reluctantly told him; it soon reached the ears of the Queen, and she was seen crossing the court, leading the two Princesses by the hand, towards the servant's quarters. Her Majesty sought out the woman, made her daughters ask her pardon, and sent them at once to the nearest millinery and dress establishment, to purchase a complete outfit—dress, bonnet, shawl, gloves, &c., and present them to the servant in lieu of the dress they had soiled upon her. The articles were purchased with their own money, and consequently their supply of it was curtailed materially; but this they said they didn't care for in the least—in fact, it rather pleased them than otherwise—it was only asking the woman's pardon they didn't like.

4. LORD BROUGHAM'S LETTER TO THE QUEEN.

Lord Brougham, in reproducing his volume, entitled, "The British Constitution, its History, Structure and Functions," has heralded the work by the following dedication to Her Majesty:

TO THE QUEEN—Madame: I presume to lay at your Majesty's feet a work, the result of many years' diligent study, much calm reflection, and a long life's experience. It professes to record facts, institute comparisons, draw conclusions, and expound principles, often too little considered in this country by those who enjoy the inestimable blessings of our political system, and little understood in other countries by those who are endeavouring to naturalize it among themselves, and for whose success the wishes of all must be more hearty than their hopes can be sanguine. The subject of the book, "The British Constitution," has a natural connection with your Majesty's auspicious reign, which is not more adorned by the domestic virtues of the sovereign than by the strictly constitutional exercise of her high office, redounding to the security of the crown, the true glory of the monarch, and the happiness of the people. Entirely joining with all my fellow citizens in feelings of gratitude towards such a ruler, I have individually a deep sense of the kindness with which your majesty has graciously extended the honors formerly bestowed, the reasons assigned for that favor, and the precedents followed in granting it. With these sentiments of humble attachment and respect, I am your Majesty's most faithful subject, and most dutiful servant, BROUGHAM.

Brougham Hall, Dec. 11, 1860.

5. THE CALIGRAPHY OF IMPORTANT PERSONAGES.

Lord Derby's handwriting is beautiful—equally elegant and legible. Lord Stanley's is as legible as large pica, but certainly not elegant. Lord Palmerston's is free, pleasant, and by no means obscure. The Duke of Newcastle writes an excellent hand—long, well-formed letters, and very distinct. Lord John Russell's penmanship is not unlike the Colonial Minister's, but on a smaller scale. Other instances might be cited, but it is more the purport of the present paper to say that the East India Company nearly all through the present century, have been remarkably fortunate in the caligraphy of their chief servant, the Governor General, who has set an example of penmanship to the whole class of writers which ought not to have been thrown away. Lord Wellesley's handwriting is, perhaps, the best that we have ever seen. Sir George Barlow's was little inferior. Lord Minto wrote a remarkably firm, solid, legible hand. Lord Hastings and Lord Amherst were somewhat stately in their penmanship, but every letter was as clear as type. Lord William Bentinck ran his letters, and sometimes his words a little too much into each other; but he wrote a good flowing hand which was rarely otherwise than legible. Lord Auckland's writing was peculiarly round and distinct, the very reverse of his successor's, Lord Ellenborough's, which was pretty and lady-like, and not distinct; but he was always one of the honorable Company's naughty boys. Lord Dalhousie wrote a beautiful hand—flowing and elegant, but very distinct; and the present Governor General, Lord Canning, need not blush to see his handwriting placed beside that of any of his contemporaries.

6. BOOTY TAKEN BY THE ALLIES IN CHINA.

With regard to the booty taken by the allies in China, inestimable conquests in an artistical and historical point of view, are spoken of. The part acquired by France would alone suffice for the formation of an immense Chinese museum. Among other things mentioned is a clock of wonderful workmanship, with carved figures representing the seasons; all the wardrobe of the Empress of China, etc. There has also fallen to the lot of the French an edition of Confucius, which belonged to the celebrated Emperor Kahg-Di, the Napoleon I. of the Chinese, and having notes in his hand-writing. Among the other objects found in the summer palace, and which are in the part reserved for France, is an elephant of natural size, in gilt and enamelled bronze, and most magnificent.

7. WELLINGTON NEVER LOST A GUN.

It is a singular fact in this man's history that he never lost a gun to the enemy. "Returning with him one day from the hunting-field," says Lord Ellesmere, "I asked him if he could form any calculation of guns he had taken in the course of his career?" "No," he replied, "not with any accuracy; somewhere about 3,000 I should guess. At Oporto, after the passage of the Douro, I took the entire siege train of the enemy; at Vittoria and Waterloo I took every gun the enemy had in the field; and what, however, is more extraordinary, I don't think I ever lost a gun in the field." "After the battle of Salamanca," he went on to explain, "three of my guns, attached to some Portuguese cavalry, were captured in a trifling affair near Madrid, but they were recovered the next day. In the Pyrenees, Lord Hill found himself obliged to throw eight or nine guns over a precipice, but these were all recovered, and none fell into the hands of the enemy."—*Brialmont's Life of Wellington.*

VII. Short Critical Notices of Books.

—— LESLIE'S AUTOBIOGRAPHICAL RECOLLECTIONS. Boston: Ticknor and Co. These Recollections, by the late C. R. Leslie, R.A., are "edited, with a prefatory essay on Leslie as an artist, and selections from his correspondence," by Tom Taylor, Esq. The English copy for this edition was furnished to Messrs. Ticknor and Co. by Mr. Murray, the eminent publisher in London. The work is full of most interesting anecdotes and sketches of most of the modern English artists, authors, and politicians, as well as several American. The paper and type are excellent.

—— THE KING'S HIGHWAY. New York: R. Carter and Brothers. This work contains a series of stories admirably illustrative of the Ten Commandments, by the Rev. Richard Newton, D.D. The book is well written and will be found of much practical value.

—— THE PILGRIM'S PROGRESS. London: James Hogg and Sons. This is a neat edition on good paper of Bunyan's renowned allegory of the Pilgrim's Progress. The illustrations are striking but not numerous.

—— THE PILGRIM'S PROGRESS. New York: R. Carter and Brothers. This edition of the great allegory is superior to the one just noticed. The illustrations are admirable. They consist entirely of characteristic portraits of nearly all the prominent characters which figure in this wonderful book.

—— THE CHILDREN'S BIBLE STORY BOOK. New York: C. S. Francis and Co. This book contains a series of Bible stories in large type, with illustrations.

—— THE BROTHER'S WATCHWORD. New York: R. Carter and Brothers. The motto of this book is "Seeing Him who is Invisible." In this spirit it is written, and with this object the counsels of the brother whose career is here traced are offered to and acted upon by his youthful sister. The book is a reprint of an English work. The illustrations are good.

—— FLOWERS, GRASSES, AND SHRUBS. London: James Blackwood. This is a popular book on botany by Mary Price. It is written in an agreeable style and nicely illustrated. The language is not so technical as to weary, but is sufficiently so to answer all the purposes of a professed amateur botanist.

—— THE LITTLE LYCHETTS. New York: R. Carter and Brothers. This is a nice reprint of a simple story of ordinary English life. The juvenile sketches are good, and the tale itself will be found highly instructive to the young.

—— BOOK OF CHILDRENS' HYMNS AND RHYMES. London: James Hogg and Sons. The poems in this book are collected from various sources by the "daughter of a clergyman." They include nearly all the beautiful little hymns and rhymes by Watts, Hemans, Howitt, Cowper, Heber, &c., which are so familiar to children, and are among their choicest poetical favorites. The type and paper are good.

—— KATE AND EFFIE. New York: R. Carter and Brothers. This is also the reprint of an English book. It is designed to illustrate the sin and evil of prevarication in youth. It cannot fail to have a good influence.

—— CHARLES AND MARY. New York: James Miller. This book contains a number of stories designed as a help to parents in the training of children. It is translated from the German by C. S. Salymann. The principal subjects illustrated are Duties to Ourselves, Duties to others, Cruelty to Animals, Food, Dress, &c.

—— OUR YEAR. New York: Harper and Brothers. This is a child's book in prose and verse, by Miss Muloch, author of "John Halifax, gentleman." It contains a series of sketches, illustrative of English History in each month of the year. The sketches are agreeably written, and well suited to youth.

—— DAYS AT MUIRHEAD. New York: R. Carter and Brothers. This is a pretty story of little Oliver's mid-summer holidays at Muirhead, a Village on the borders of the Highlands of Scotland, with lessons derived from them. There are several illustrative engravings.

VIII. Educational Intelligence.

CANADA.

—— Upper Canada College.—A highly complimentary address has lately been presented to George M. Evans, M.A., late third Classical Master in Upper Canada College, on his retirement from the College to follow the profession of the law. The address was signed by the principal and all the masters. Mr. Evans made an appropriate reply.

—— Belleville Seminary.—A tea meeting was held in this seminary on the 11th ult. Dr. Hope was called to the chair, and addressed the meeting in favour of legislative aid being given to the seminary. He was followed by the Rev. G. Shepard, governor of the institution, who pointed out the means of extricating the institution from debt. He was followed by the Revs. Messrs. Aylsworth and Howard, both of whom spoke of the importance of the institution to them as a church and to the country. The choir performed several pieces of music during the evening in a fine style, and all went away highly pleased with the entertainment.

—— Toronto Criminals in 1860.—Of the male prisoners 317 could neither read nor write; 202 could read only; 496 could read and write imperfectly; and 14 could read and write well. Of the females 483 could neither read nor write; 345 could read only; 196 could read and write imperfectly; and 1 could read and write well.

—— To Medical Students.—A late British American *Medical Journal* contains a paragraph of such importance, not only to those now studying medicine, but to those about commencing its study, that we give its purport the benefit of our circulation. It is to the effect that the College of Physicians and Surgeons for Canada East will not in future admit to examination any candidate not in possession of a certificate of having attended a course on Botany. A course of lectures on this subject is delivered at nearly all our Universities.

—— McGill College.—The *Montreal Gazette* says that, at the close of the Christmas holidays, the classes in the various departments of the McGill University contained the following number of students:—In the Faculty of Law—matriculated students, 57; in the Faculty of Medicine—do., 124; in the Faculty of Arts—do., 45; occasional students, 13; making a total in the University of 239. In the High School Department there were 281; and in the Normal School, teachers in training, 61; and in the Model Schools, 300; making the total number of students and pupils 881.

—— A Presentation of Plate was made on Saturday, the 19th January, to T. A. Gibson, Esq., of the High School, by the old pupils resident in Montreal.

IX. Literary and Scientific Intelligence.

—— The Prince of Wales at Cambridge.—The Prince of Wales made his entry into Cambridge on the 19th January on his way to his College. The bells of the town were rung, and banners displayed, while the municipal authorities "humbly craved permission to offer to His Royal Highness their congratulations. The Prince was then duly matriculated a member of the University, swearing to maintain the supremacy of the sovereign, her heirs and successors, the Church of England as by law established, and the privileges and immunities of the University.

—— Statue to Macaulay.—Under the sanction of Prince Albert, Chancellor of the University at Cambridge, and of the members of Trinity College, a fund is now in the course of being raised by subscription for the purpose of presenting to Trinity College a statue of Lord Macaulay.

—— Macaulay's History.—The fifth volume of Macaulay's history, recently announced, will be much briefer than any of the preceding volumes—including only four or five chapters, and an index.

—— New Canadian Literary Journal.—We see from *Le Journal de Quebec* that a new Canadian literary journal is about to be published. It is to appear under the title of "*Canadian Evenings*," and to be a repository of Canadian national literature. It is to be conducted free from either religious or political discussion. Its contents are to consist of the finest Canadian legends, and extracts from old Canadian literature. It must prove a very interesting journal, if ably conducted. Its editors and printers are to be Messrs. Brousseau & Brothers; and the contributors, Messrs. MM. E. Parent, L'Abbe J. B. A. Ferland, F. X. Garneau, P. J. O. Chauveau, J. C. Tache, Pabbe C. Trudel, L. J. C. Fiset, O. Cremaize, Gerin Lajoie, L. Lenoir, N. Bourassa, Pabbe H. R. Cargrain, F. A. H. Laure, Pabbe C. Legare, and L. H. Frechette.

—— Mr. Thompson's Explorations.—We learn from a notice in the January number of the *Canadian Journal* that the documents left by the late David Thompson, containing details of his explorations in the Hudson's Bay Territories, and which were supposed to be buried in the Company's archieves, are likely to be made available to the public at an early day; as the editor has been informed by Andrew Russel Esq., Assistant Commissioner of Crown Lands, that copies of Thompson's field notes are among the records of that department. Mr. Russel has furnished some extracts for publication, which are promised in an early number of the *Journal*. Mr. Thompson was for thirteen years in the employment of the Hudson's Bay Company, and afterwards for fifteen years engaged with the North West Company. Subsequently he was employed for ten years as an astronomer and surveyor on the Commission relative to the boundary between the British Possessions and the United States.

—— Libraries.—The largest library in the United States is that of Harvard University. Next to it ranks the Philadelphia Library, which was founded by Benjamin Franklin.

—— Number of Earthquakes up to 1850.—Prof. Ansted, the English geologist, says that the reported number of earthquakes from the earliest ages to 1850, is over 7,000. From 1800 to 1850, 3,240. The average for the present century is about one a week.

—— Learning and Science in Holland.—In the budget of Holland for the next year, 4,000 florins are put down for the encouragement of learning and science. A general dictionary of the Dutch language, and a work containing a description of all the insects in the country, and the best means of destroying them, being among the objects contemplated.

—— German Translation of English Biography.—Of two volumes of biographies of famous inventors of modern times, just published at Stuttgart, both are devoted to English worthies—James Watt and George Stephenson.

—— The English Press at the present time consists of 1,050 newspapers, which may be divided under the heads of liberal, conservative, independent, and neutral. The numbers assigned to these classes respectively in the order of their arrangement, are 397, 193, 106, and 354.

—— The French Press.—Paris possesses at present 503 newspapers; forty-two of these, as treating of politics and national economy, have to deposit a security in the hands of the government; four hundred and sixty are devoted to art, science, literature, industry, and commerce. The most ancient of the latter is the *Journal des Savans*, and dates from the year 1665.

—— Louis Napoleon's History of Julius Cæsar.—According to the Paris *Sport* the Emperor Napoleon, as soon as he shall have completed his History of Julius Cæsar, intends to present himself as a candidate for the French Academy upon the strength of it. This will be the first time of the election of an Emperor to that honor. The Emperor Napoleon I. was a member of the Academy, but was elected thereto whilst a General.

—— French Expedition to the Amoor.—A scientific expedition is about leaving France to explore Southern Siberia, and particularly that portion contiguous to the Amoor. It will be headed by Dr. G. Meynier and M. de Louis d'Eichthal; and a commission has been appointed by the Paris Academy of Sciences to draw up instructions for the expedition.

—— The Sources of the Nile.—The Royal Geographical Society propose raising a subscription of £2000, for sending an expedition under Mr. Petherick (her Majesty's consul at Khartum,) up the Nile, to explore its sources, and to aid that of Captain Speke, already despatched by way of Zinzibar in the same direction. The Society gives £100; the Foreign office £100; Lord Ashburton and Miss Burdett Coutts each contributed £50 An appeal is made to scientific men and others, and already £685 has been secured. Should the required sum be quickly raised, Mr. Petherick undertakes to reach Goudoroko in November next; he will then explore till March 1862, and after the rainy season, start afresh and continue his travels till the end of 1863, or the beginning of 1864.

—— Ladies at Russian Universities.—A somewhat singular fact is mentioned in the Russian journals: several ladies regularly attend the lectures of professors of the University of St. Petersburgh, and take notes like students.

—— A UNIVERSAL LANGUAGE.—The *Presse Scientifique des Deux Mondes* contains an extract from a pamphlet by M. Figuier in regard to an universal language. He states that the project of the celebrated Raymond Lulle, and other philosophers of the last century, is receiving considerable attention in Spain. "The most important men of Letters in Spain, in Science, and in Politics, have taken a deep interest in this humanitary enterprise, the initiative of which belongs to Mr. Sotos Ochando. The Society of the Universal Language is constituted at Madrid, and has already held several sessions. A commission has been established to direct the labors. By means of an assessment on all the members, national and foreign, the grammar and dictionary of the future universal language will be printed and published. Many persons of distinguished ability have much faith in the success of the project. Do not discourage them. The utopias of one century are often the common-place familiarities of the following century."

—— NEW SCENTED DIAMOND.—The London *Court Journal* states that a great sensation has been caused amongst the principal jewelers by the introduction of a "scented diamond." The stone has been recently discovered in Ava, and has the same value as others, the same transparency and the same weight, but it possesses the most extraordinary quality of emitting a very agreeable odor under the influence of a high temperature—such, for instance, as is more frequently than agreeably felt in a ball-room.

X. Departmental Notices.

PUBLIC LIBRARY BOOKS, SCHOOL MAPS, APPARATUS, AND PRIZE BOOKS.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of articles to be sent can always be made by the Department, when so desired.

FORM OF APPLICATION FOR PUBLIC LIBRARY BOOKS, MAPS APPARATUS, SCHOOL PRIZE BOOKS, ETC.

.....

[*Insert Post Office address here.*]

SIR,—The [*Trustees, or Board of Trustees, if in Towns, &c.*] of the ..... School being anxious to provide [*Maps, Library Books, or Prize Books, &c.*] for the Public Schools in the [*Section, Town, or Village, &c.*] hereby make application for the ....., &c., enumerated in the accompanying list, in terms of the Departmental Notice relating to ..... for Public Schools. The ... . selected are *bona fide* for the .....; and the CORPORATION HEREBY PLEDGES ITSELF not to give or dispose of them, nor permit them to be given or disposed of, to the teacher or to any private party, OR FOR ANY PRIVATE PURPOSE WHATSOEVER, but to apply them solely to the purposes above specified in the Schools of the ....., in terms of the Departmental Regulations granting one hundred per cent. on the present remittance. The parcel is to be sent to the .... Station of the ..... Railway, addressed to .....

IN TESTIMONY WHEREOF, the Corporation above-named, hereto affixes its corporate seal to this application, by the hand of .....*, this ..... day of ....., 186–.

Amount remitted, $.....

Trustees must sign their own names here.—See page 41. .... Corporate seal to be placed here.

To the Chief Superintendent of Education,
Toronto.

* The Trustees of the Section; Chairman and Secretary of the Board of City, Town, or Village Trustees; Warden, Mayor, or Reeve.

NOTE.—Before the Trustees can be supplied, it will be necessary for them to have filled up, signed, and sealed WITH A PROPER CORPORATE SEAL, as directed, a copy of the foregoing Form of Application. On its receipt at the Education Office, the *one hundred per cent.* will be added to the remittance, and the order, so far as the stock in the Depository will permit, made up and despatched. Should the Trustees have no proper corporate seal, the Department will, on the receipt of *two dollars* additional, have one engraved and sent with the articles ordered.

*** If Library and Prize Books be ordered, in *addition* to Maps and Apparatus, it will BE NECESSARY TO SEND NOT LESS THAN *five dollars additional* for each class of books, &c., with the proper forms of application for each class.

☞ The *one hundred per cent.* will not be allowed on any sum less than *five dollars*. Text books cannot be furnished on the terms mentioned above: they must be paid for in full, at the net catalogue prices.

METEOROLOGICAL INSTRUMENTS AND BOOKS FOR SALE AT THE EDUCATIONAL DEPOSITORY, TORONTO.

I. BAROMETERS.

STANDARD BAROMETER, mahogany frame	$72 00
MERCURIAL BAROMETER, mahogany frame	36 00
ROSEWOOD BAROMETER	10 00

II. THERMOMETERS.

SELF-REGISTERING MAXIMUM THERMOMETER, walnut frame	9 00
MINIMUM THERMOMETER, walnut frame	9 00
MINIMUM THERMOMETER, 9 inches	2 00
HYGROMETER, Wet and Dry Bulb Thermometer, mahogany frame.	18 00
8-in. LANGEWOOD THERMOMETER	0 38
8-in. BOXWOOD THERMOMETER, double scales, from 85 cents to...	0 95
10-in. do do do do $1 00 to.....	1 15
12-in. do do do do 1 15 to.....	1 80
RAIN GUAGE, of japanned tin, with measuring glass	5 00

III. BOOKS AND CHARTS.

GENERAL INSTRUCTIONS for making the Meteorological Observations at the Senior County Grammar Schools	0 75
DAILY REGISTER BOOK, containing printed forms, and adapted for the complete observations of one year	3 00
MONTHLY AND ANNUAL ABSTRACT BOOK, do do	3 00
BLANK BOOKS FOR EXTRAORDINARY RECORDS	0 75
FOUR TABLES, for Barometer, Rain Guage, &c., and synopsis, reprinted from the instructions on sheets, 3 cents each, cards 10 cents each.	
DREW'S PRACTICAL METEOROLOGY	1 15
MULLER'S PHYSICS AND METEOROLOGY, with 538 engravings on wood, and 2 coloured plates	2 75
BROCKLESBY'S ELEMENTS OF METEOROLOGY	0 60
CHAMBER'S METEOROLOGY	0 20
THOMPSON'S INTRODUCTION TO METEOROLOGY	2 25
SCHOFFERN AND LOWE'S PRACTICAL METEOROLOGY	0 37
SMITHSONIAN INSTITUTION Map of the Stars near the North Pole for observations on the Aurora	0 25
REYNOLD'S COLOURED DIAGRAM of the Barometer with explanation of construction, &c.	1 50
GLAISHER'S HYGROMETICAL TABLES	0 75

JUST PUBLISHED—PRICE $1 00.

A KEY TO THE NATIONAL MENSURATION, containing Solutions to all the questions left unsolved in that work. By D. McKay. The key is designed for the use of Teachers only; the edition is therefore limited. Teachers wishing to obtain a copy should send their orders early to R. McPhail, bookseller, Toronto. The book will be sent by mail to any address on receipt of One Dollar.—*For Sale by all Booksellers.*

Toronto, March, 1861. 1i.pdm.

ADVERTISEMENTS inserted in the *Journal of Education* for twenty-five cents per line, which may be remitted in *postage stamps*, or otherwise.

TERMS: For a single copy of the *Journal of Education*, $1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

All communications to be addressed to J. GEORGE HODGINS, LL.B., *Education Office, Toronto.*

LOVELL AND GIBSON, PRINTERS, YONGE STREET, TORONTO.

May 1.

To the Trustees of _____ *School Section, No.* _____

in the Township of _____

JOURNAL OF EDUCATION,

Upper Canada.

VOL. XIV. TORONTO: APRIL, 1861. No. 4.

CONTENTS OF THIS NUMBER.

		PAGE
I.	INFLUENCE OF PERNICIOUS LITERATURE UPON THE YOUTHFUL MIND (2) Suggestions for Household Libraries. (3) Thoughts on Books, by Eminent Authors. (4) Books Published in France. (5) Book Exports of France in 1860. (6) The Art of Reading. (7) Healthful Exercise of Reading aloud. (8) Rules for Reading	49
II.	PAPERS ON PHYSIOLOGY AND HEALTH—(1) Medical Opinion on the Importance of Teaching Physiology and the Laws of Health in Common Schools. (2) Florence Nightingale on the Care of the Sick. (3) Air necessary for Life and Health. (4) The Tongue a Health Indicator. (5) Useful Medical Hints. (6) Errors about Sleep. (7) Valuable Suggestions to Promote Health. (8) The Fatal Operation of Cold. (9) Little Children's Dresses. (10) Virtue and Health from Eight to Sixteen. (11) Physical Training in Common Schools	51
III.	EDITORIALS—(1) Official Replies of Chief Superintendent. (2) Original Communications. (3) Influence of Pernicious Literature. (4) Sample of Education in our Common Schools	53
IV.	PAPERS ON PRACTICAL EDUCATION—(1) Arguments for Free Schools. (2) Never too Old to Learn. (3) The School Value of "Good Morning." (4) The Responsibility of Boys	56
V.	BIOGRAPHICAL SKETCHES—NO. II. H.R.H. the Duchess of Kent. (13) Removal of the Remains of Columbus. (15) Miller's Monument	57
VI.	MISCELLANEOUS—(1) "Give us your Blessing, Mother!" (2) The Two Gifts. (3) Transforming Power of Vice. (4) A beautiful Faith. (5) The Indelible Nature of Influence. (6) What is the Palmetto? (7) Origin of English Law	58
VII.	PAPERS ON PHYSICAL GEOGRAPHY	59
VIII.	SHORT CRITICAL NOTICES OF BOOKS	61
IX.	EDUCATIONAL INTELLIGENCE	62
X.	DEPARTMENTAL NOTICES AND ADVERTISEMENTS	63

INFLUENCE OF PERNICIOUS LITERATURE UPON THE YOUTHFUL MIND OF CANADA.

In continuation of, or as a supplementary paper to, the article on "*Free Public Libraries in Upper Canada*," which was published in this *Journal* for February last, we now insert a narrative (furnished by an intelligent correspondent) of the manner in which several young lads in a flourishing town possessed themselves of a library of pernicious books. The writer gives a detail of the discovery and destruction of these books, and of the steps which were immediately taken to prevent a recurrence of the evil.

As a sequel to this narrative we also insert another communication from a clerical correspondent who attended the unfortunate young Harter, executed at the early age of nineteen years at Brockville for the foul crime of murder—a deed prompted in his case by the pernicious influence of the exciting tales and romances of a popular newspaper.

These two cases—one the natural sequence of the other—occurred at parts of the country entirely separate from each other, and at about the same time. They both suggest painful thoughts. Their occurrence goes far to justify the course which has been steadily pursued by the Educational Department, in waging war against an irresponsible mode which interested parties advocate of supplying library reading books for the young, and shows the wisdom of exercising, as has been done, a strict vigilance over this most important part of our system of public instruction.

The first narrative proceeds as follows:—

"A great deal has been already said and written on the pernicious tendency of much of our cheap literature. I refer more especially to the sensation novels of the Sylvanus Cobb school, the daring exploits and love adventures of pirates and highwaymen, and the more directly immoral writings of the Reynold's type. It is not my intention in the following article to enter into any analysis of those productions, or to speculate on the amount of mischief done by their wide-spread influence. I wish only to call the attention of teachers to the lamentable state of the case as it now stands, illustrating it with a fact which has come under my own notice.

"Books of this class are now to be purchased from booksellers who not only profess to be moral, but who court the character of being religious men; and, even worse still, many of what may be considered the less directly immoral of these books are admitted into the family circle, either through ignorance of the dangerous nature of their contents, or from a short-sighted philosophy, that the young had better read almost anything in the shape of a book, than read nothing at all,—as if this were the only, or indeed, the natural alternative; and in the case of boys, that such reading is decidedly preferable to the bar-room, the billiard-table, or other disreputable places, forgetting that these very books are often the guides and precursors to dissipation and profligacy. And this is the more to be deplored, when books of a purely moral tendency, equally entertaining, as eagerly read, when commenced, and leaving no sting behind, are now within the reach of every school boy and school girl in our highly favoured Canada. Surely the time will soon come when the influence of our School Libraries will quite cure, as it has already much modified, the morbid appetite for sensation novels, disreputable and immoral tales, based on profligacy and crime, or even those aimless, sickly, mamby-pamby love stories, which are as unlike real life as Gulliver's account of the Island of Laputa.

"This 'consummation' so 'devoutly to be wished,' requires some care and discrimination, however, on the part of those who select and serve up juvenile mental pabulum. A library for the young, to be really effective for good, must combine the amusing with the instructive; 'All work and no play,' &c., is no less true in reference to mental, than to physical occupation; and the School Board, who, in their wisdom, supply only books on science, dry history, and the philosophies, may expect the young people of the school to introduce books of another class, which, though less scientific and philosophical, are to them

decidedly more entertaining and attractive. And the danger is, that in making their own selections they may not in all instances be influenced by a due appreciation of truth, morality, and virtue. In illustration of this, I shall state a circumstance which occurred under my own observation. One of the largest public schools in the Province was supplied with a School Library from the Educational Department, at the time the school was opened. The library consisted of 400 volumes, and had been selected by one of the trustees, a man of some education, and of considerable taste in the choice of books, but holding conscientious scruples against admitting any thing into a school library which could be classed under the name of 'fiction.' A very excellent library was the result of his selection, but consisting wholly of 'strong meat,' and therefore somewhat hard of digestion; no 'new milk' for babes, nothing which could be styled *light* reading—not even a *Robinson Crusoe*, a *Swiss Family Robinson*, or *The Boy Hunters;* all were scientific, instructive, improving, and often, I fear, repulsive.* The library has been in operation ever since, some of the books have been carefully read, no doubt; but more than half of them, I am sure, have hardly ever been opened. I do not mean to say that good has not been done, for a few of the boys read, and read regularly; but a circumstance came to the knowledge of the head master some time ago which convinced him that though his boys, many of them, did not much relish the school library, they were fond of reading nevertheless. A book was found in the possession of one of the boys which not only did not belong to the school library, but would have been a disgrace to *any* library, public or private. On making enquiry it was discovered that two of the boys had entered into a partnership or contract for supplying palatable reading, at the low price of a penny a book—these pennies to be devoted to the purchase of an additional volume as soon as they amounted to a quarter of a dollar, the usual price of the books they considered most readable. The head master having thus found a clue to the whole matter, went to the father of that boy who acted as their librarian and asked permission to examine the young men's library. The father, at first, expressed some astonishment at the request, saying that his son, he believed, had some books locked up in a box, but that the boy always carried the key; and although he had frequently seen him give books to school boys, he had never suspected that they were of a pernicious tendency. The box, however, was opened in the presence of the boy's parents, and over *seventy* volumes were tumbled out, and without one exception they consisted of the cheap paper-covered literature to which I have referred. Sylvanus Cobb with his love and murder; stories of highwaymen, from *Dick Turpin* to *Paul Clifford;* lives of opera girls *et hoc genus omne*, and the very worst of Reynolds' filthy and exciting publications. There they lay, 'tattered and torn,' dirty and coverless, evidently extensively loaned and carefully studied—in striking contrast with the spotless state of *Hume's England* and *Gibbon's Rome* in the School Library. Mrs. A —— and the head master set themselves to the work of dividing the clean from the unclean, or rather unclean from the filthy; and out of the seventy volumes over *forty* were put apart as fit only for the flames, and the rest were to be put beyond the reach of the young lad whose vested rights in a locked box had that day been so unceremoniously interfered with. When I remonstrated with the bookseller who supplied the boys with these books, he replied that to *sell books* was his business, and not to pick and choose for people. If they wished to buy, he was willing to keep all kinds to please them.

"I would not like to say in how far the inattractive nature of the school library was to blame for this boys' library, or how far the thing may be prevented in other instances, by a judicious selection of attractive reading for the young; but I think I may say confidently that, since an addition has been made to the library including books of this class, more books have been read, and, as far as I can learn, there has been a complete break up of the organization for the supply of cheap novels; and I believe that a healthier moral tone in the choice of reading is becoming more general among the pupils.

"Such are the facts of the case; and, without attempting to moralize, I leave them with those interested in the education of the young as food for reflection and warning."

HARTER THE MURDERER—PERNICIOUS EFFECTS OF FICTION AND THE LIGHT LITERATURE OF THE DAY.

COMMUNICATED BY THE REV. J. H. JOHNSON, M.A.

"On the 20th December last, between the hours of 12 and 1, a healthy, robust young man, of prepossessing appearance, and considerably more than average abilities, was publicly executed in the Town of Brockville, Upper Canada. I say *young*, for he was between nineteen and twenty years of age; and when he committed the awful crime for which he underwent the extreme penalty of the law, he was but eighteen past.

"And what, it may be asked, was the social position, and what had been the antecedents of one who thus early in life imbrued his hands in the blood of a fellow creature? Usually murderers belong to the very dregs of society, they have come up under the direst influences, been schooled in vice, and surrounded by the vilest companions And it may be safely assumed that ninety per cent. of those who commit capital offences have had no educational advantages, and at least an equal proportion of them have been addicted to intemperance, and perpetrated their crimes while in a state of partial intoxication.

"The unfortunate youth whose name heads this paper, forms an exception to the rule. His parents were pious, and in the humble walks of life as agriculturists, were respected by the community. This son had a common English education, and attended Sabbath School and public preaching regularly, till he was more than sixteen years of age. He never acquired drinking habits, though on the morning of the fatal day of his bloody deed, he fortified himself to perpetrate it by partaking of the intoxicating draught. But he conceived the horrible design under far different circumstances, and traced his career of guilt to quite another source. Let us inquire a little into his history:—

"Edgar E. Harter was born in Herkimer County, N. Y., on June 11th, 1841. He was one of eight children. His parents were members of the Dutch Reformed Church. Edgar while in prison bore testimony to the deep-toned piety of his parents, particularly his mother, whom he never mentioned but in terms of tender affection. They sent him to school and attended strictly to his religious instruction. He proved himself to be a clever youth, and was a general favourite in the neighbourhood, as I learned from a memorial in his favour, signed by the principal men of Herkimer, and forwarded to Sir Fenwick Williams, the Administrator of our Government. He was possessed of a superior mechanical genius, and had a strong desire to learn a trade, but never enjoyed the opportunity to do so. He left home about two years ago, and worked in the employment of a maternal uncle named Doxstater, near the village of Watertown. The uncle appears to have been a man of correct habits, and to have treated him with marked kindness. But unfortunately while there he acquired those mental habits which dissipated his religious instruction, and undermined those virtuous principles which he had received in his earlier years.

"He formed the acquintance of several young men of his own age who had cultivated a taste for the light literature of the day. In the present age works of fiction are furnished in a cheap as well as attractive form. Our American neighbours seem to be inundated with them. Large publishing houses in New York and other places are mainly supported by the demand for these pernicious works; booksellers throughout the Union, and I regret to say, throughout Canada too, are engaged in their sale; and the corrupt seed is scattered broadcast over the land. These young men formed a club to take the *New York Ledger*, and it was this publication he alleged to me and others, first gave him a disrelish for the Bible and other religious books. Knowing his uncle's aversion to such periodicals, he used to steal away into some secret place, and there greedily devour the contents of the *Ledger*. In fact, so fascinated did he become with the tales contained in the publication, that he was impatient for the period to arrive when the next number should come to hand. He esteemed the *Ledger* more than the Word of God, and longed for it more intensely than for his daily bread.

"The effect of this new development in his mental and moral nature may easily be surmised. It was impossible that his mind should be so absorbed with anything, and not experience some striking results. By a natural law the moral, as well as the physical man, partakes of the character of the aliments on which it subsists. Educators of youth well understand this principle, and carefully select the books they place in the hands of children. Benevolent men also, sometimes at a sacrifice, furnish the growing demand for cheap periodical literature, by publishing tracts, magazines, or newspapers of a moral or religious character, by truthful tales and easy sketches, gratifying the the taste, and affording an agreeable relaxation from study, without vitiating the mind or endangering the morals of the young.

"With respect to the *New York Ledger*, it cannot be disputed that it contains many excellent articles. Some of these would do credit to our best religious magazines. But herein consists its greatest danger. Were all its papers and paragraphs of a vicious character, the periodical would be generally shunned; it would rank in the general category of immoral publications. It would be excluded from respectable society, and its circulation would be greatly circumscribed. Now, however, in the United States and in Canada, go where you will, the universal *Ledger* is to be met with. Like the frogs of Egypt, it may be seen all over the land, in all the houses, and even in the 'bed chambers.' The greater part of each

* This fatal mistake in selecting for a public school library none but so-called *standard works* has frequently been pointed out by the Educational Department, as failure in the success of a library of such books has invariably been the result. We hope that the effect of this practical illustration will not be lost sight of.

number is occupied with fiction. Attractive wood-cuts meet the eye, which are placed at the head of columns to illustrate the tragical tales which follow. These are the sketches which draw the attention of youth and inflame their imagination. The desire for this description of reading increases with every gratification of it. Those only who have been addicted to novel reading can appreciate the full extent of the fascination. Soon the desire becomes a ruling passion. Like the dram-drinker or the opium eater, the poor victim has no rest till he obtains his favorite supply, and then he finds it affords him no real satisfaction; it but augments his misery. He wishes, but on his wishes other vain wishes grow. The novel reader is a man of uneasiness and discontent: he possesses a continual hankering after some thing, he himself scarcely knows what. He resorts to his customary fiction, but he is still unhappy.

"Young Harter read these tales, and he was seized with a desire for deeds of daring. He felt himself to be in a new world. Being naturally of a lively imagination, and an excitable temperament, his mind was filled with a morbid sentimentality, and a mock heroism. He soared in a region of fancy, and breathed an atmosphere of fiction. He read of thefts, and forgeries, and robberies, and murders,—of men who abandoned the influences of home, and sought their fortunes in foreign lands. The scenes they passed through deeply interested him. Why should *he* not do some thing to distinguish himself? His ardent nature longed for a sphere of action. He was poor, and he must possess himself of the necessary means; he committed a forgery in the name of his uncle, and raised money to take him to California. He set out on his journey, but squandered the whole before he left his native State. Through the forbearance of the uncle, and the kindness of other friends, he was admitted back into the neighbourhood, and the difficulty was adjusted. Soon after he hired a span of horses at a livery stable, and travelled to a distance, with a view to selling them. He was overtaken, and the horses were returned. The interposition of friends once more saved him; but partly with a desire to escape the scene of his disgrace, and partly with the object of seeking his fortune and gratifying his love of adventure, he made up his mind to come over into Canada. It was arranged that his cousin Morgan Doxstater, a son of the above mentioned uncle, should accompany him; and in May last the two crossed over to a place called Rockport on the Canadian shore, and made their way to the vicinity of Farmersville, County of Leeds. Here they obtained employment with a farmer; but Harter, having acquired a dislike towards Doxstater, conceived the plan of murdering him, and sinking his body in the Charleston Lake, a few miles distant. The known causes of the dislike were so trivial, and the incentives to the bloody deed so slight, that many surmises were indulged in, and several extravagant stories were put into circulation, as to the connexion of the two with other crimes which this was intended to conceal. Harter and his friends persistently denied all such imputations, with the exceptions of the forgery and the theft already specified. I visited him in his cell on an average four times a week, during the six weeks of his confinement after he received his sentence, and he never could account satisfactorily for the crime, or assign any adequate motive for it. He said he seemed to be performing some heroic deed, whose appalling nature he could not realize, and he perpetrated it with a hilarity of spirits and a completeness in the execution, which can scarcely be accounted for in so young a person, on any principle other than the influence of fiction upon his mind. He concluded it would be but to get rid of his cousin, but he never thought of abandoning him secretly, and thus leaving him to shift for himself,—he thought it would be a great achievement, a fine adventure, to dispose of him on the lonely shores of the romantic Charleston Lake, and thrust him beneath the smooth waters!

"He shot him through the head as the cousin sat in the boat, and this shot not proving fatal—for Doxstater was able to sit up after the shot, and converse with Harter about the "accident," as the one pretended, and the other supposed it to be—he sprang upon the shore and seized a club, with which he fractured the skull, and laid his cousin's body lifeless in the water. But I need not detail the incidents connected with this tragedy, already familiar to most readers. Poor Harter paid a terrible penalty for for his crime, and fully acknowledged the justness of the law which demanded his execution. Suffice it to say here, that by means of the sacred Scriptures, religious conversation, and prayer, he was brought to a sense of his condition, and gave evidence of a moral change. I spent the greater part of the night with him before his execution, and attended him on the scaffold, and I have little doubt but that his contrition was sincere. At his request I wrote to his mother, giving a full account of my visits to him, and the particulars of the execution; to which letter I received such an acknowledgment as must have elicited sympathy in any breast with the heart-broken mother.

"The case of Harter teaches an instructive lesson. The young should learn from it to avoid the *New York Ledger*, and novels in general. But for the influence of these baneful works, so far as can be judged by man, Edgar E. Harter might have been still living, and respected in society. We know not that any other instrumentalities would have been potent enough to destroy those moral safeguards which religion had thrown around him. This paper is prepared with the hope that the fate of Harter may prove a warning to others. 'Let him that standeth take heed lest he fall.' Though the instances in which such dreadful results may be traced to novel-reading, may be comparatively few, who can estimate the amount of mischief, directly and indirectly inflicted upon society by these publications! Multitudes have been led to enter upon a wandering course of life, instability in industrial pursuits, fickleness of purpose, and the most wretchedly loose mental habits, are directly connected with the practice of perusing fiction. It is fatal to piety in every instance, and its effects upon the cause of education are incalculably deleterious. A novel reader can never be a successful student Mental discipline, so necessary to the attainment of eminence in letters, and so much induced too by a thorough course of literary training, is impossible where the taste for fiction has become formed.

"Yet Christian parents have these works on their parlor tables, and place them in the hands of their children—perhaps to be in the fashion—and religious men engaged in the book-trade sell them, because there is profit from the sale, and their customers must be accommodated! The moral responsibility of those who manufacture and those who vend such trash to feed the intellect of the young can not be over estimated. All classes who have abandoned themselves to the practice of perusing these light articles are objects of commiseration. The aged as well as the young are the slaves of this appetite. By all the considerations of personal happiness here and hereafter, by the fearful consequences of their example upon the rising generation, and by the desire to promote mental culture, and disseminate religious information throughout the community, let all who are tinctured with the evil discard it at once and forever.

"*Montreal, 14th March*, 1861."

---

2. SUGGESTIONS FOR HOUSEHOLD LIBRARIES.

There are several questions connected with the purchase of books for a Household Library, which are worthy of consideration. Every head of a family, it may be presumed in this period of general intelligence, is desirous to possess for his wife, his children, and for himself, a certain number of well-selected books. A book-case is in fact an indispensable article of furniture. All have books of some kind or other. How shall they be best chosen, and purchased to the best advantage?

The ordinary condition under which the books in a house are brought together, may be described as a chance medley. They are selected on no system, and, consequently, when the immediate occasion of their perusal has gone by, have very little value. What a different story is told in a glance at the well-constructed book-case of a gentleman or lady who has given a little of the attention to the choice of its contents which would be bestowed upon the selection of the pattern of a window-curtain or a sofa. Yet books are the most telling furniture which can be placed in a room. Every visitor of intelligence is immediately irresistibly attracted to the perusal of their titles; and an opinion is formed at once from them, of the taste and cultivation of the family. Pictures and Engravings are getting to be generally appreciated, and, next to a picture on a wall, in point of interest and effect, is the book on the centre-table or the shelf. How deplorable and chilling a dull collection! The reader may recall the anecdote of Dr. Johnson at the house of the eminent virtuoso, Mr. Cambridge. He was there one day in company with Sir Joshua Reynolds, and had no sooner, says Boswell, made his bow, than he ran eagerly to one side of the room to inspect the books on the shelves. "He runs to the books," says the artist, "as I do to the pictures." There he was gratified, for his host was a man of exquisite taste. How cheerful and inviting the friendly names of good authors and long-established favorites, reviving a hundred pleasing recollections of past enjoyment as you approach them! A man, says the old proverb, is known by his companions. How true is this of the companions of our better hours of ease and retirement, the volumes which we keep at hand, the solace and amusement of our cares, the impulses of our nobler actions.

All persons, we have no doubt, would have a choice collection of books in preference to a comparatively indifferent and valueless one. But all have not the time or opportunity to make the selection. It is not an easy thing to make a tasteful gathering of any objects—the plants for your garden, the china for your table, the clothes for yourself or your children—in fine, of whatever is thrust before us in heaps, the common and worthless of course preponderating. There is money enough spent annually in the country upon tasteless

and absolutely offensive things, to purchase articles of the highest gusto and value. It is not the cost of the good article which is so much the difficulty, as the not knowing how to procure it.

3. THOUGHTS ON BOOKS BY EMINENT AUTHORS.

Books are a substantial world.—*Wordsworth.*

They offer to us the intellectual wealth which the observation, experience, and researches of successive generations have been accumulating.—*Edwards.*

Books are the voices of the distant and the dead: they make us heirs of the spiritual life of past ages.—*Channing.*

Leisure without books is the sepulchre of the living soul.—*Seneca.*

They are among the sweetest luxuries of our world: they doe contain a potencie of life in them, to be as active as that soul whose progeny they are; nay, they doe preserve as in a violl the purest efficacie and extraction of that living intellect that bred them. A good book is the precious life-blood of a master spirit, embalmed and treasured up on purpose to a life beyond life.—*Milton's Areopagitica.*

4. BOOKS PUBLISHED IN FRANCE.

A remarkable coincidence in the number of Books published in France, during the last two years, is exhibited in the annual return of the "*Bibliographe de la France.*" In 1859 the lists show a total of 11,905 articles; in 1860, of 11,862; and literary statistics are so carefully collected in France, that there is no doubt of their accuracy.

5. BOOK EXPORTS OF FRANCE IN 1860.

During last year, the value of the book exports of France amounted to more than $2,500,000.

6. THE ART OF READING.

In a recent address at the dedication of a school-house, the Hon. Edward Everett thus spoke of the art of reading:—"There is really nothing which we learn in after life, which, philosophically considered, is more important—more wonderful, I will say—than the art of reading. I mean that there is no single branch of knowledge—nay, not all the branches united, which are taught at academies and colleges—more important, more wonderful, than this astonishing operation, by which we cast our eyes over a page of white paper, charged with certain written or printed black marks, and straightway become acquainted with what was done and said on the other side of the Atlantic a month ago; nay, what was done and said in Rome, in Greece, in Palestine, two or three thousand years ago! And yet this is what we do when we learn to read. Then, besides the mere ability to read, which we all acquire at school, there is the important faculty of reading with expression, grace, power: in a word, with effect, which constitutes a most admirable resource for the entertainment and instruction of the fireside, and renders all public occasions and exercises that consist in whole or in part reading, vastly more agreeable and impressive. To the art of reading, in this acceptation, more attention ought, in my opinion, to be paid in our grammar schools. It is of far greater importance to the majority of those educated in our schools, than the art of speaking. It has been said that no civilized nation at the present day is so deficient in agreeable and finished speech as our own; and I know no better way in which the defect is to be remedied, than by skilful training and unremitted practice in reading in our grammar schools."—*The Schoolmaster.*

7. HEALTHFUL EXERCISE OF READING ALOUD.

Reading aloud is one of those exercises which combines mental and muscular effort, and hence has a double advantage. It is an accomplishment which may be cultivated alone—perhaps better alone than under a teacher—for then a naturalness of intonation will be acquired from instinct rather than art; the most that is required being that the person practising should make an effort to command the mind of the author, and the sense of the subject.

To read well, a person should not only understand the subject, but should hear his own voice, and feel within him that every syllable was distinctly enunciated, while there is an instinct presiding which modulates the voice to the number and distance of the hearer. Every public speaker ought to be able to tell whether he is indistinctly heard by the farthest auditor in the room; if he is not, it is from a want of proper judgment and observation.

Reading aloud perhaps developes the lungs just as singing does, if properly performed. The effect is to induce the drawing of a long breath every once in a while, oftener and deeper than of reading without enunciating. These deep inhalations never fail to develop the capacity of the lungs in direct proportion to their practice.

Common consumption begins uniformly with imperfect, insufficient breathing; it is the characteristic of the disease that the breath becomes shorter and shorter through weary months, down to the close of life, and whatever counteracts that short breathing, whatever promotes deeper inspirations, is curative to that extent, inevitably and under all circumstances. Let any person make the experiment by reading this page aloud, and in less than three minutes the instinct of a long breath will show itself. This reading aloud develops a weak voice, and makes it sonorous. It has great efficiency, also, in making the tones clear and distinct, freeing them from that annoying hoarseness which the unaccustomed reader exhibits before he has gone over half a page, when he has to stop and hem, and clear away, to the confusion of himself as much as that of the subject.

This loud reading, when properly done, has a great agency in inducing vocal power, on the same principle that all muscles are strengthened by exercise, those of the voice-making organs being no exception to the general rule. Hence, in many cases, absolute silence diminishes the vocal power, just as the protracted non-use of the arm of the Hindoo devotee at length paralyzes it forever. The general plan, in appropriate cases, is to read aloud in a conversational tone, thrice a day, for a minute or two, or three at a time, increasing a minute every other day, until half an hour is thus spent at a time, thrice a day, which is to be continued until the desired object is accomplished. Managed thus, there is safety and efficiency as a uniform result.

As a means, then, of health, of averting consumption, of being universal and entertaining in any company, as a means of showing the quality of the mind, let reading aloud be considered an accomplishment far more indispensable than that of smattering French, lisping Italian, or growling Dutch, or dancing cotillions, gallopades, polkas, and quadrilles.—*Hall's Journal of Health.*

8. RULES FOR READING.

Read much, but not too many works. For what purpose, with what intent, do we read? We read, not for the sake of reading, but we read to the end that we may think. Reading is valuable only as it may supply to us the materials which the mind elaborates. As it is not the largest quantity of any kind of food taken into the stomach that conduces to health, but such quantity of such a kind as can be digested; so it is not the greatest complement of any kind of information that improves the mind, but such a quantity of such a kind as determines the intellect to most vigorous energy. The only profitable kind of reading is that in which we are compelled to think intensely; whereas the reading which serves only to dissipate and divert our thoughts, is either positively hurtful or useful only as an occasional relaxation from severe exertion. But the amount of vigorous thinking usually in the inverse ratio of multifarious reading is agreeable; but as a habit it is in its way as destructive to the mental, as dram drinking is to the bodily health. "Our age," says Herder "is the reading age," and adds, "it would have been better, in my opinion for the world and for science, if, instead of the multitude of books which now overlay us, we possessed but a few works, good and sterling, and which few would be more diligently and profoundly studied."—*Sir William Hamilton.*

II. Papers on Physiology and Health.

1. MEDICAL OPINION ON THE IMPORTANCE OF TEACHING PHYSIOLOGY AND THE LAWS OF HEALTH IN COMMON SCHOOLS.

Our opinion having been requested as to the advantage of making the Elements of Human Physiology, or a general knowledge of the Laws of Health, a part of the education of youth, we, the undersigned, have no hesitation in giving it strongly in the affirmative. We are satisfied that much of the sickness from which the working-classes at present suffer might be avoided; and we know that the best-directed efforts to benefit them by medical treatment are often greatly impeded, and sometimes entirely frustrated, by their ignorance and their neglect of the conditions upon which health necessarily depends. We are, therefore, of opinion, that it would greatly tend to prevent sickness, and to promote soundness of body and mind, were the Elements of Physiology, in its application to the preservation of health, made a part of general education: and we are convinced that such instruction may be rendered most interesting to the young, and may be communicated to them with the utmost facility and propriety in the ordinary schools, by properly instructed schoolmasters.

Thomas Addison, M.D., Senior Physician, and Lecturer on the Practice of Physic, Guy's Hospital, &c.
James Alderson, M.D., F.R.S., Fellow, Curator, and Lumleian Lecturer to the Royal College of Physicians.
J. Moncreiff Arnott, M.D., F.R.S., Member of the Council and of the Court of Examiners of the Royal College of Surgeons.
Neil Arnott, M.D., F.R.S., Physician Extraordinary to the Queen, Member of the Senate of the University of London.
Benjamin Guy Babington, M.D., F.R.S., Physician to Guy's Hospital, &c.
T. Graham Balfour, M.D., Surgeon, Royal Military Asylum.
William Baly, M.D., Lecturer on Forensic Medicine at St. Bartholomew's Hospital, &c.
Archibald Billing, M.D., F.R.S., Member of the Senate, and Examiner in Medicine, University of London, &c.
Golding Bird, M.D., F.R.S., Professor of Materia Medica, and Assistant Physician to Guy's Hospital, &c.
Francis Boott, M.D., Member of the Council of University College.
W. Bowman, F.R.S., Professor of Anatomy and Physiology at King's College, &c.
Richard Bright, M.D., F.R.S., Physician Extraordinary to the Queen, Consulting Physician to Guy's Hospital, &c.
Sir Benjamin C. Brodie, Bart., D.C.L., F.R.S., Sergeant Surgeon to the Queen, Surgeon to H. R. H. Prince Albert, &c.
George Budd, M.D., F.R.S., Professor of Medicine at King's College, and Physician to King's College Hospital.
Sir William Burnett, M.D., K.C.B. and K.C.H., F.R.S., Director-General of Naval Hospitals and Fleets.
George Burrows, M.D., F.R.S., Physician to St. Bartholomew's Hospital, &c.
Wm. B. Carpenter, M.D., F.R.S., Examiner in Physiology, &c., University of London, Professor of Forensic Medicine at University College.
James Copland, M.D., F.R.S., President of the Royal Medical and Chirurgical Society.
John Davy, M.D., F.R.S., Inspector-General of Army Hospitals.
John E. Erichsen, F.R.C.S., Professor of Surgery, University College, and Surgeon to University College Hospital.
William Farr, M.D., of Registrar-General's Office.
Robert Ferguson, M.D., Physician Accoucheur to the Queen, &c.
William Ferguson, F.R.S., Professor of Surgery at King's College, Surgeon in Ordinary to H. R. H. Prince Albert, &c.
John Forbes, M.D., D.C.L., F.R.S., Physician in Ordinary to H. M. Household, Physician Extraordinary to H.R.H. Prince Albert, &c.
R. D. Grainger, F.R.S., Lecturer on Physiology at St. Thomas's Hospital.
William Augustus Guy, M.B., Physician to King's College Hospital, Professor of Forensic Medicine at King's College.
Caesar H. Hawkins, President of Royal College of Surgeons, Surgeon to St. George's Hospital, &c.
Francis Hawkins, M.D., Registrar of Royal College of Physicians, and Physician to Middlesex Hospital.
Thomas Hodgkin, M.D., Member of the Senate of the University of London
Joseph Hodgson, F.R.S., Member of Council of Royal College of Surgeons, Examiner in Surgery in University of London.
Sir Henry Holland, Bart., M.D., F.R.S., Physician in Ordinary to the Queen and H. R. H. Prince Albert.
William Jenner, M. D., Professor of Pathological Anatomy at University College.
H. Bence Jones, M.A., M.D., F.R.S., Physician to St. George's Hospital.
Francis Kiernan, F.R.S., Member of Senate, and Examiner in Anatomy and Physiology, University of London.
P. M. Latham, M.D., Physician Extraordinary to the Queen.
William Lawrence, F.R.S., Surgeon Extraordinary to the Queen, and Examiner Royal College of Surgeons.
Charles Locock, M.D., First Physician Accoucheur to the Queen, &c.
Thomas Mayo, F.R.S., Physician to the St. Marylebone Infirmary.
Richard Owen, F.R.S., Hunterian Professor of Physiology to the Royal College of Surgeons, &c.
James Paget, F.R.S., Assistant Surgeon and Lecturer on Physiology at St. Bartholomew's Hospital, &c.
John Ayrton Paris, M.D., F.R.S., President of the Royal College of Physicians.
E. A. Parkes, M.D., Professor of Clinical Medicine, University College, Physician to University College Hospital, &c.
Richard Partridge, Professor of Anatomy and Physiology, King's College, Surgeon to King's College Hospital, &c.
G. Owen Rees, M.D., F.R.S., Assistant Physician and Lecturer on Materia Medica at Guy's Hospital.
Richard Quain, F.R.S., Surgeon to University College Hospital.
Edward Rigby, M.D., Examiner in Midwifery to the University of London.
P. M. Roget, M.D., F.R.S., Member of Senate of University of London, author of "Bridgewater Treatise on Physiology," &c.
H. S. Roots, M.D., Consulting Physician to St. Thomas's Hospital.
John Scott, M.D., Examining Physician to East India Company.
Edward James Seymour, M.A., M.D., F.R.S., formerly Physician to St. George's Hospital.
William Sharpey, M.D., F.R.S., Professor of Physiology, University College, Examiner in Physiology, University of London.
Alexander Shaw, Surgeon and Lecturer on Surgery to Middlesex Hospital.
Andrew Smith, M.D., Director-General Army Medical Department.
T. Southwood Smith, M.D., Physician to London Fever Hospital, and Member of General Board of Health.
F. H. Southey, M.D., D.C.L., F.R.S., Gresham Professor of Medicine.
Edward Stanley, F.R.S., Surgeon to St. Bartholomew's Hospital.
R. Bently Todd, M.D., F.R.S., Professor of Physiology at King's College, Physician to King's College Hospital.
Benjamin Travers, F.R.S., Surgeon Extraordinary to the Queen, and Surgeon in Ordinary to H. R. H. Prince Albert.
Alex. Tweedie, M.D., F.R.S., Physician to London Fever Hospital, Examiner in Medicine to University of London, &c.
W. H. Wallshe, M.D., Professor of Medicine at University College, and Physician to University College Hospital.
Thomas Watson, M.D., Consulting Physician to King's College Hospital.
Charles West, M.D., Physician, Accoucheur, and Lecturer on Midwifery at St. Bartholomew's Hospital.
C. J. B. Williams,, M.D., F.R.S., late Professor of Medicine at University College, and Physician at University College Hospital.
James Arthur Wilson, M.D., Senior Physician to St. George's Hospital.
Sir James Clarke, Bart., M.A., M.D., F.R.S., Physician in Ordinary to the Queen, and to H. R. H. Prince Albert, &c.

"Unfortunately it is a kind of knowledge little understood, rarely even thought of, by either teachers or parents; and yet it is the most important knowledge which they can possess. In my opinion, no teachers of any class should be considered competent for their duties till they have given proof of possessing a general knowledge of the structure and functions of the human body, and of the laws of health."—Sir James Clark, *Bart., Physician to the Queen.*

"The standard of medical knowledge and medical practice will be raised in proportion to the diffusion of physiological knowledge among the general public. I look, therefore, to the increase of a general knowledge of Physiology (and of Hygiene, which is implied) as one of the greatest benefits which will accrue through science to the temporal interests of mankind. Every form of Quackery and imposture in medicine will, in this way only, be discouraged: it is, in great part, on this ground—on the ground of the future benefit to the people through the dissemination of a true perception of the *ground-work* of Practical Medicine—that I have laboured for many years to promote physiological knowledge among students in this University, holding whatever rank, and destined for whatever occupation."—Dr. Acland, *Regius Professor of Medicine at the University of Oxford.—The School and the Teacher.*

---

2. FLORENCE NIGHTINGALE ON THE CARE OF THE SICK.

Miss Nightingale has published a book in England, entitled "Notes on Nursing: What it Is and What it is Not." It is for sale to public libraries. We make the following extracts:

It is an ever recurring wonder to see educated people, who call themselves nurses, acting thus. They vary their own objects, their own employments, many times a day; and while nursing (!) some bed-ridden sufferer they let him lie there staring at a dead wall, without any change of object to enable him to vary his thoughts; and it never even occurs to them at least to move his bed, so that he can look out of the window. No, the bed is to be always left in the darkest, dullest, remotest part of the room.

I think it a very common error among the well to think that "with a little more self-control" the sick might, if they choose "dismiss painful thoughts" which "aggravate their disease," &c. Believe me, almost any sick person who behaves decently well, exercises more self-control every moment of his day than you will ever know till you are sick yourself. Almost every step that crosses his room is painful to him; almost every thought that crosses his

brain is painful to him ; and if he can speak without being savage, and look without being unpleasant, he is exercising self-control.

Suppose you have been up all night, and instead of being allowed to have your cup of tea, you were to be told that you ought to "exercise self-control," what would you say? Now, the nerves of the sick are always in the state that yours are in after you have been up all night.

Never to allow a patient to be waked intentionally or accidently, is a *sine qua non* of all good nursing. If he is roused out of his first sleep, he is almost certain to have no more sleep. It is a curious but quite intelligible fact, that if a patient is waked after a few hours' instead of a few minutes' sleep, he is much more likely to sleep again. Because pain, like irritability of brain, perpetuates and intensifies itself. If you have gained a respite of either in sleep you have gained more than the mere respite. Both the probability of recurrence and of the same intensity will be diminished ; whereas both will be terribly increased for want of sleep. This is the reason why sleep is so all-important. This is the reason why a patient waked up in the early part of his sleep loses not only his sleep, but his power to sleep. A healthy person who allows himself to sleep during the day will lose his sleep at night. But it is exactly the reverse with the sick generally : the more they sleep, the better they will be able to sleep.

I have often been surprised at the thoughtlessness (resulting in cruelty quite unintentional) of friends or of doctors, who will hold a long conversation just in the room or passage adjoining the room of the patient, who is either every moment expecting them to come in, or who has just seen them, and knows they are talking about him. If he is an amiable patient, he will try to occupy his attention elsewhere and not to listen—and this makes matters worse—for the strain upon his attention and the effort he makes are so great that it is well if he is not worse for hours after. If it is a whispered conversation in the same room, then it is absolutely cruel ; for it is impossible that the patient's attention should not be involuntarily strained to hear. Walking on tip-toe, doing anything in the room very slowly, are injurious for exactly the same reasons.

A firm, light, quick step, a steady, quick hand are the desiderata ; not the slow, lingering, shuffling foot, the timid, uncertain touch. Slowness is not gentleness, though it is often mistaken for such ; quickness, lightness, and gentleness are quite compatible. Again, if friends and doctors did but watch, as nurses can and should watch, the features sharpening, the eyes growing almost wild, of fever patients who are listening for the entrance from the corridor of the persons whose voices they are hearing there, these would never run the risk again of creating such expectations, or irritation of mind. Such unnecessary noise has undoubtedly induced or aggravated delirium in many cases. I have known such—in one case death ensued.

It is but fair to say that this death was attributed to fright. It was the result of a long whispered conversation, within sight of the patient, about an impending operation ; but any one, who has known the more than stoicism, the cheerful coldness with which the certainty of any operation will be accepted by any patient, capable of bearing an operation at all, if it is properly communicated to him, will hesitate to believe that it was mere fear which produced, as was averred, the fatal result in this instance. It was rather the uncertainty, the strained expectation as to what was to be decided upon.

I need hardly say that the other common cause, namely, for a doctor or friend to leave the patient and communicate his opinion on the result of his visit to the friends just outside the patient's door, or in the adjoining room, after the visit, but within hearing or knowledge of the patient—is, if possible, worst of all.

It is, I think, alarming, peculiarly at this time, when the female ink-bottles are perpetually impressing upon us "woman's" particular worth and general missionaries," to see that the dress of women is daily more and more unfitting them for any "mission" or usefulness at all. It is equally unfitted for all poetic and all domestic purposes. A man is now a more handy and far less objectionable being in a sick room tahn a woman. Compelled by her dress, every woman now either shuffles or waddles—only a man can cross the floor of a sick room without shaking it. What is become of woman's light step?—the firm, light, quick step we have been asking for?

From a recent lecture on health and longevity, by Mr. E. Y. Robbins, we make a few extracts :

Dr. Carpenter had ascertained that air containing five or six per cent. of carbonic acid gas would produce immediate death, and that less than one-half that quantity would soon prove fatal. Now, if effects are proportioned to their causes, and if an atmosphere impregnated with five per cent.—or one-twentieth part of its volume—of carbonic acid, will thus produce death in a few minutes, what must be the probable effect of breathing, for twenty or forty years, even the much minuter proportions which must be present in every inhabited room where there is not a constant ingress and egress of air? It must lower the standard of health and shorten the duration of life. But not only is the air in a close room thus constantly being impregnated with carbonic acid gas to the amount of about 28 cubic inches per minute for each adult man occupying such room, but there is also, according to the best authorities, constantly being discharged by the lungs and pores of the skin, an equal amount, by weight—that is, about 3 or 3½ pounds in twenty-four hours—of effete, decaying animal substance, in the form of insensible vapor, which we often see condensed in drops upon the windows of crowded rooms and railroad cars. Those drops, if collected and evaporated, leave a thick putrid mass of animal matter. The breathing of the exhalations is believed to be quite as efficient in producing disease as carbonic acid itself.

A most remarkable and convincing illustration of the effects of the quality of the air we breathe upon health, is to be found in the experience of the armies of England and France during the late Russian war. England, out of the total force of 93,959 men engaged in the campaign in the Crimea, lost 33,645, of which number only 2,658 were killed in action, and 1,761 died of wounds, while no less than 16,298 died of disease at the seat of war, and about 13,000 were sent home on account of sickness, many of whom, no doubt, afterwards died. To every one taken to the hospitals on account of wounds, twelve were taken there on account of disease. The chief destroyer was typhus fever. The great mortality in the English army was during the early period of the war. After the sanitary commissioners arrived and commenced their operations by securing greater ventilation, the sickness was stayed, and finally disappeared. The great panacea was fresh air. In the French army, where no sanitary reforms were introduced, the great mortality continued and increased, thus showing clearly that the changes made by the sanitary commissioners in the English army were the sole causes of the decrease of mortality where they labored.

After presenting statements in regard to the crowding of school and lecture rooms, railroad cars, &c., Mr. Robbins said that by due attention to sewerage and ventilation, the mortality of this city would be decreased by hundreds every year.

---

3. AIR NECESSARY FOR LIFE AND HEALTH.

No fact is better understood than that of the necessity of air for securing life and growth to crops ; but the functions of the atmosphere, and all the advantages arising directly from its influences, are not so well comprehended.

The face of Nature is continually giving off excrementary matters, which are taken up in the atmospheric ocean and carried from place to place ; the falling of dews and rains abstracts these from the air and returns them to the earth for re-assimilation. During a drouth the moisture parted with from the soil pervades the atmosphere, which, in circulating through well and deeply disintegrated soils, is brought in contact with particles colder than itself, and not only deposits moisture upon their surfaces, but this moisture is fully charged with those volatile matters which act as an excitant, enabling water to dissolve the inorganic portions of the soil. In Winter the water occupying the immediate surface becomes frozen, thereby destroying thousands of insects ; when thawed in early spring, it has the capacity of receiving many times its volume of such gases as are given off by decayed vegetation, and carrying them into the roots of new organisms for re-appropriations. The motion of the atmosphere above the surface of the earth not only takes away excessive heats from plants, but as it passes over the leaves and other tumuli, it causes partial vacuum in the capillary tubes of each plant, thus securing the elevation of moisture received by the roots. It is the medium by which the *farina fecundi* of plants is carried from place to place, and when trees and plants are swayed by its motion, it renders each in degree a Hungarian pump, and every capillary tube acting as a distinct pump barrel for the elevation of fluids from the soil into the body of the tree, where the endosmose action detains them. By this infinite mode of analysis, the primaries and proximates necessary to build up certain portions of the plant are supplied, permitting other matters in solution to pass on and in turn deposit themselves where needed. The refractory force of the atmosphere prevents the sun's rays from being destructive of plant life. It is the vehicle of the organic excretia, as well as of water, and while the surface of every particle of soil to the depth at which the atmosphere can circulate, is covered with moisture by its presence, it furnishes to these particles the necessary gases for securing such chemical changes as will gradually convert the inorganic and inert portions into suitable pabulum for plant growth.

We need not explain its exosmose action, for every leaf gives evidence of the importance of this function. To animals it is still

more important than to plants. By respiration oxygen is supplied to the blood; indeed, no function of the animal economy can perfect itself without the presence and sustenance of atmospheric air. Even when dilated, as at great elevations, still the animal respires the larger bulk to get the same amount of oxygen, and the very atmosphere, that in its dilated condition abstracts the heat at the mountain tops and creates their caps of snow, when descended to their base is compressed in figure, and gives out as present heat, that which was before latent, thus increasing the verdure of the valley. None of nature's laws could be exhibited without the intermediate office performed by the atmosphere. The very life-principle would be inert without it; men, animals, and plants, would cease to exist, and the universe itself would become a chaotic mass of death and darkness.

4. THE TONGUE A HEALTH INDICATOR.

A white fur on the tongue attends simple fever and inflammation. Yellowness of the tongue attends a derangement of the liver, and is common to bilious and typhus fevers. A tongue vividly red on the tip and edge, or down the centre, or over the whole surface, attends the inflamation of the mucous membrane of the stomach or bowels. A white velvet tongue attends mental diseases. A tongue red at the tips, becoming brown, dry, and glazed, attends typhus state. The description of symptoms might be extended indefinitely taking in all the propensities and obliquities of mental and moral condition. The tongue is a most expressive as well as unruly member.—*Scientific American.*

5. USEFUL MEDICAL HINTS.

We find the following remarks (by the editor) in the Cincinnatus, a scientific and agricultural journal published at Cincinnati, Ohio :—

"If a person swallows any poison whatever, or has fallen into any convulsions from having overloaded the stomach, an instantaneous remedy is a teaspoonful of common salt and as much ground mustard, stirred rapidly in a teacup of water, warm or cold, and swallowed instantly. It is scarce down before it begins to come up, bringing with it the contents of the stomach; and lest there be any remnant of poison, however small, let the white of an egg, or a teacup full of strong coffee be swallowed as soon as the stomach is quiet; because these nullify many virulent poisons. In cases of scalding or burning the body, immersing the part in cold water gives entire relief, as instantaneously as the lightning. Meanwhile, get some common dry flour, and apply it an inch or two thick on the injured part the moment it emerges from the water, and keep sprinkling on the flour through anything like a pepper-box cover, so as to put it on evenly. Do nothing else; drink nothing but water; eat nothing till improvement commences, except some dry bread softened in very weak tea of some kind. Cures of frightful burnings have been performed in this way, as wonderful as they are painless. We once saved the life of an infant who had been inadvertently drugged with laudanum, which was fast sinking into the sleep which has no waking, by giving it strong coffee, cleared with the white of an egg—a teaspoonful every five minutes—until it ceased to become drowsy.

6. ERRORS ABOUT SLEEP.

Dr. Hall, in his "Journal of Health," says;—"One of the very worst economics of time is that filched from necessary sleep. Multitudes of business men in large cities count it as a saving of time if they can make a journey of a hundred or two miles at night by steam-boat or railway. It is a ruinous mistake. It never fails to be followed by a want of general well-feeling for several days after, if, indeed, the man does not return home actually sick, or so near it as to be unfit for all attention to his business. The first great recipe for sound, connected, and refreshing sleep, is physical exercise. We caution parents particularly not to allow their children to be waked up of mornings; let nature wake them up. But have a care that they go to bed at an early hour, and let it be earlier and earlier, until it is found that they wake up of themselves in full time to dress for breakfast. Being waked up earlier, and allowed to engage in difficult or any studies late, and just before retiring, has given many a beautiful and promising child brain fever, or determined ordinary ailments to the production of water on the brain."

7. VALUABLE SUGGESTIONS TO PROMOTE HEALTH.

Never go to bed with cold or damp feet. In going into a colder air, keep the mouth resolutely closed, that, by compelling the air to pass circuitously through the nose and head, it may become warmed before it reaches the lungs, and thus prevent those shocks and sudden chills, which frequently end in pleurisy, pneumonia and other serious forms of disease. Never sleep with the head in the draught of an open door or window. Let more cover be on the lower limbs than on the body. Have an extra covering within easy reach in case of a sudden and great change of weather during the night. Never stand still a moment out of doors, especially at street corners, after having walked even a short distance. Never ride near the open window of a vehicle for a single half minute, especially if it has been preceded by a walk; valuable lives have thus been lost, or good health permanently destroyed. Never put on a new boot or shoe in the beginning of a walk.

8. THE FATAL OPERATION OF COLD.

A person frozen to death dies of apoplexy. The heart is arrested and paralysed, and no longer supplies the brain with arterial blood. Nor is the blood thrown with sufficient force to the extremities. It accumulates, therefore, in the large vessels proceeding immediately from the main spring, and there is no ingress for the blood returning from the brain. The large sinews, therefore, become overgorged, and apoplexy then follows. When the cold has not been severe enough to destroy life entirely, it mutilates the extremities, and mortification ensues from a want of circulation. The Lascars, who arrive in England from India in the winter season, are very prone to this effect of a climate so much colder than their native one—as the records of the London hospitals abundantly prove.

9. LITTLE CHILDREN'S DRESSES.

A distinguished physician, who died many years since in the city of Paris, made this statement :—"I believe that during the twenty-six years I have practised my profession in this city, twenty thousand children have been carried to the cemeteries, a sacrifice to the absurd custom of exposing them to the weather with their arms naked."

I have often thought if a mother were anxious to show the soft white skin of her baby, and would cut a round hole in the little thing's dress, just over the heart, and then carry it about for observation by the company, it would do very little harm. But to expose the baby's arms, members so far removed from the heart, and with such feeble circulation at best, is a most pernicious practice. Put the bulb of a thermometer in a baby's mouth; the mercury rises to 99 degrees. Now carry the same bulb to its little hand; if the arm be bare and the evening cool, the mercury will sink to 40 degrees. Of course all the blood which flows through these arms and hands must fall from 20 to 40 degrees below the temperature of the heart. Need I say that when these cold currents of blood flow back into the chest, the child's general vitality must be more or less compromised? And need I add that we ought not to be surprised at the frequently recurring affections of the lungs, throat, and stomach. I have seen more than one child with habitual cough and hoarseness, or choking with mucus, entirely and permanently relieved by simply keeping its arms and hands warm. Every observing and progressive physician has daily opportunities to witness the same simple cure.—*Lewis' "New Gymnastics."*

10. VIRTUE AND HEALTH FROM EIGHT TO SIXTEEN.

Lord Shaftesbury recently stated, in a public meeting in London, that from personal observation he had ascertained, that of the adult male criminals of that city, nearly all had fallen into a course of crime between the ages of eight and sixteen years; and that if a young man lived an honest life up to twenty years of age, there were forty-nine chances in his favour and one against him, as to an honorable life thereafter.

Thus it is in the physical world. Half of all who are born, die under twenty years of age, while four-fifths of all who reach that age, and die before another 'score,' owe their death to causes of disease which were originated in their 'teens.' On a careful inquiry, it will be ascertained that in nearly all cases, the causes of moral and premature physical death, are pretty much one and the same, and are laid between the ages of 'eight and sixteen years.' This is fact of startling import to fathers and mothers, and shows a fearful responsibility. Certainly a parent should secure and retain, and exercise absolute control over the child until sixteen; it can not be a difficult matter to do this, except in very rare cases, and if that control is not wisely and efficiently exercised, it must be the parent's fault; it is owing to parental neglect or remissness. Hence the real source of ninety-eight per cent. of the crime of a country such as England or the United States, lies at the door of the parents. It is a fearful reflection; we throw it before the minds of the fathers and mothers of our land, and there leave it, to be thought of in wisdom, remarking only as to the early seed of bodily disease, that they are nearly in every case sown between sun-down and bed-time, in absence from the family circles, in the supply of spending money

never earned by the spender, opening the doors of confectionaries and soda-fountains, of beer and tobacco, and wine, of the circus, the negro minstrel, the restaurant and the dance; then follow the Sunday excursions, the Sunday drive, with easy transition to the company of those whose ways lead down to the gates of social, physical and moral ruin. From 'eight to sixteen!' in these few years are the destinies of children fixed! in forty-nine cases out of fifty; fixed by the parent! Let every father and every mother, solemnly vow, 'By God's help, I'll fix my darling's destiny for good by making home more attractive than the street.'—*Hall's Journal.*

11. PHYSICAL TRAINING IN COMMON SCHOOLS.

We see that the Superintendent of the Boston schools recommends the general adoption of gymnastic exercise. It seems to us that there is no movement of the day of greater importance to the scholar individually, or which is destined to have a greater influence upon the well-being of the country, than this of the systematic physical training of children. For success in life, vigorous health is of far greater importance than high intellectual culture. Energy is what rules the world. Take two boys, equal in every respect, box one of them up in a school from morning till night, and from year to year, cultivating his mind at the expense of his body, till his nerves have outgrown his muscles, and his brain has outgrown his stomach; while the other boy receives a fair but equal development of mind and body—and what is the result in the two cases? The scholar graduates perhaps with the highest honors, but he leaves college a feeble and complaining invalid; intellectual and refined, he shrinks with nervous sensitiveness from the rude shocks of the battle of life. The result is, that he is thrust in a corner, or trampled under foot in the race. On the other hand, the man who comes forth upon his career in possession of a vigorous constitution, has the backbone, the nerve, the energy, that enable him to win the great battle that every human life is. His days are filled with healthful and happy activity, his slumbers are sweet at night, his cheerfulness the natural effect of good digestion, makes his presence a pleasure to all who know him; he becomes the father of healthy offspring, and fills his home with merry voices; in short, fulfils all the purposes of his being, and leads a prosperous, happy, useful and successful life.

But we have conceded too much in yielding the palm of intellectual superiority to the scholar whose brain is overstuffed. John Wripple once asked Daniel Webster, to what he attributed his marvellous power of mastering complicated and difficult questions; Webster replied that he attributed it to his habit of never using his brain when it was in the least degree fatigued. The great fact that the time during which the human brain can continue its action is limited, is one of the utmost importance, but it seems to have been generally ignored by those who have had the management of our schools. A school commissioner, with leather lungs and a cast iron head, may insist that a child who has been boxed up six hours in school shall spend the next four hours in study, but it is impossible to develope the child's intellect in this way. The laws of nature are inexorable. By dint of great painful labor, the child may succeed in repeating a lot of words, like a parrot, but with the power of its brain all exhausted, it is out of the question for it to really master and comprehend its lessons. The effect of the system is to enfeeble the intellect even more than the body. We never see a little girl staggering home under a load of books or knitting, her brow over them at seven or eight o'clock in the evening, without wondering that our citizens do not arm themselves at once with carving knives, pokers, clubs or any weapons at hand and chase out the managers of our common schools, as they would wild beasts, that were devouring their children. Indeed, they are worse than wild beasts, for those destroy only the body, but these fiends consume both body and mind of the helpless innocents who fall into their clutches. We hail the introduction of physical training into our common schools as being calculated to make the Americans the finest race of men, physically, that the world has ever seen; but we value it more as an important step in carrying to a still higher point the unparalleled intellectual cultivation of our people.

—— MOTHER AND CHILD.—The greatest painters who have ever lived have tried to paint the beauty of that simple thing, a mother with her babe—and have failed. One of them, Raffaelle by name, to whom God gave the spirit of beauty in a measure in which he never gave it perhaps to any other man, tried again and again, for years, painting over and over that simple subject—the mother and her babe—and could not satisfy himself. Each of his pictures is most beautiful—each in a different way; and yet none of them is perfect. There is more beauty in that simple every-day sight than he or any other man could express by his pencil and his colours. And yet it is a sight which we see every day.

JOURNAL OF EDUCATION, Upper Canada.

TORONTO: APRIL, 1861.

*** Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases where so many letters are received (nearly 1,000 per month) on various subjects.

CHIEF SUPERINTENDENT'S OFFICIAL REPLIES.

(*Continued from the February Number.*)

Local Superintendent's Visitation of Schools.—It is not only the right but the duty of the Local Superintendent, in visiting a school, to examine it in any way he may think proper, and to ask questions at any time and in any way he may judge best. It is his duty to *ascertain* the *state of the schools in every* particular, which he cannot do, unless he can employ any means he thinks proper to test the knowledge of the pupils, and mode of answering, &c. He is supreme in the School while inspecting it, and can ask questions himself, or request the teacher to do so, or do both, which is the true method of examining a School. It is quite absurd to suppose, that when the work of the master is under examination, he himself should say who should do it, and how it should be done; or that he should deem his rights and dignity invaded, when a County Officer comes to perform his legal duties in inspecting the School.

2. Local Superintendents differ as to the thoroughness and methods of their examinations; and as to the courtesy or gentleness of their manners; but they must have discretionary power to perform their duties, and for which they are responsible, as well as the Teacher is for the discharge of his duties.

Powers and Duties of Boards of Public Instruction.—A County Board of Public Instruction appoints the time and place of its own meetings. The Secretary will, of course, call the meetings, as may be determined by the Board and directed by the Chairman.

2. The County Board appoints its own Chairman and Secretary. The County Board includes no others, as members, than the Trustees of the Grammar School, or Grammar Schools, and the Local Superintendents.

3. The County Board also directs the mode of Examinations, and selects Examiners, if it thinks proper; but the Board should, of course, prepare, or cause to be prepared, a series of questions, a copy of which should be given to each Teacher, and be answered by him in writing; as the comparative attainments of the different Teachers cannot be ascertained, and consequently they cannot be justly classified, unless the same questions be given to each candidate and the same time allowed to each to prepare his answers.

4. As a help to County Boards in this most important, and chief part of their duty, I have caused to be printed and sent to each County Board a copy of the questions which are proposed and used each year for the examination and classification of the Teachers in the Normal School. Most County Boards have the questions confidentially printed and distributed among the Teachers on the day of examination, allowing a certain time for the preparation of the answers on each subject.

5. It was intended to give a third class certificate to a Teacher for no more than one school, and that only on the special application of Trustees from their inability to support a teacher of higher qualifications, and from the children in their section not requiring one. (See School Manual for 1861, page 145.) In every principal town last year, I called the attention of Members of County Boards to the frequent, if not common departure from the Instructions given at the time the law was first circulated, as to making third class certificates as much a matter of course as first or second class certificates, instead of making them the exception. In the original instructions, the rule was laid down —that first class certificates should extend over Counties, second class certificates limited to Townships, and third class to single sections.——(For Form of Teacher's Certificate, see School Manual.)

6. It is a great wrong to compel persons to pay rates for the support of a *Common School*, and then not be able to get a *Common School* education in that School, and it is an abuse and perversion of their office for Trustees to employ a Teacher who cannot teach *all* the children of school age in their section the subjects of a *Common* School education.

Power of Trustees to establish School Libraries.—The Trustees have the same authority to establish and provide for a Library as they have to erect or repair the School House, or select and provide for a Teacher. They are the elected Representatives of the people for all those purposes, the same as Members of Parliament are elected for Legislative purposes.

ORIGINAL COMMUNICATIONS FOR THIS JOURNAL.

As already intimated in this Journal for October, 1858, we continue to devote a portion of the Journal to such original communications on general educational topics as may be addressed to the Editor. All controversial or disputatious subjects will, of course, be excluded, as has been our practice since the first publication of the Journal; but within that limitation, papers containing the practical experience of teachers, or embodying valuable suggestions for the improvement of the schools in their management and discipline, will be readily inserted. Anonymous letters will receive no attention whatever.

INFLUENCE OF PERNICIOUS LITERATURE.

We desire to draw the especial attention of our readers to the letters containing two sad illustrations of the nature of this kind of influence, which will be found on pages 49–51.

SAMPLE OF EDUCATION IN OUR COMMON SHOOLS.

A parent, who desires to place his daughter in the Normal School, speaks, in a letter, of her education as obtained in a Common School, as follows:—"She has made considerable progress in learning, considering the opportunities afforded her. She is very good in Arithmetic, having been already through *Sangster's* book; is pretty proficient in Grammar; and has made good progress in Ancient and Modern History, Philosophy, Geography, and Astronomy. She has passed through Mensuration, and is very good in Algebra, having been more than once through *Davis'*, and is now passing through *Colenso's*; and, I may add, understands very well the Six Books of Euclid, especially the first four. My daughter has never attended any school but a Common School, which speaks volumes in favour of the System."

IV. Papers on Practical Education.

1. ARGUMENTS FOR FREE SCHOOLS.

[We commend the following very sensible remarks, which we take from the printed school report of the city of Memphis, to such as oppose all efforts to have our public schools supported by a property tax, and thus made *free* to all.—Ed.]

We occasionally meet intelligent men in our own city, who seriously question the justice and expediency of those laws which impose a tax upon the property of one man to educate the children of another. No man presumes to doubt the policy of that system of taxation which is essential for the administration of the criminal justice of the country, and which keeps in employment a police force to guard the life and property of the citizen in the broad light of day, and through the still watches of the night. And yet, is not the policy, which through the conservative influences of education anticipates and *prevents* crime, wiser and more economical than the one which waits for its commission, neglects and discards the moral forces of society, and then incurs an enormous annual outlay by resorting to the terrors of the code and the penitentiary for its *punishment* and correction? Is it not better to build school-houses in every ward of our city, and place there sentinels of truth and knowledge, who, by early, constant, and wholesome discipline, will prepare the minds of our youth for the useful and honorable employments of life, and rouse their natures to generous and heroic self-sacrifice in the race of virtuous conduct, than to station a policeman in every nook and alley, and adorn our squares with houses of reform and *fine* specimens of prison architecture? Our school teachers will constitute a *moral* police stronger than all the myrmidons of the law. We are not so romantic as to suppose that education will altogether arrest the march of crime, but that it will be greatly diminished, as the moral and intellectual tone of the community is raised, no longer admits of question among the most enlightened teachers and legislators. In this connection, we will introduce a brief extract from a recent school report of the Board of Education at Chicago:

"In 1847, 1,122 persons were convicted of crime in the several counties of the State of New York. Of these only six were reported as well educated, and only twenty-two as having received a common school education. In 1848, 1,345 persons were returned as criminals in the same State. Of these, ten were reported as having a good education, and only twenty-three as having received the advantages of common schools. For nine consecutive years, in the same State, from 1840 to 1849, inclusive, 27,949 persons were returned as having been convicted of crime; and of these, 128 were "well educated;" one-half of the remainder could only read and write; and the balance, 13,112, were entirely destitute of any education whatever. The same is true of other States, and the history of criminals, wherever found, presents the same dark picture for our consideration."*

It is not our desire to enter upon the broad and beaten field of argument upon this question. But we know that insidious efforts have been made, and will continue to be made, to break down the free school system; and it behooves every friend of that system to have a constant and vigilant eye to its stability and support. Free schools with us have become a daily necessity, and, in spite of occasional clamor, are deeply interwoven with the hopes and sympathies of a large portion of the community. Thousands of children are educated from year to year in these schools, which, but for them, would perhaps receive no education at all. Let us suppose these children as mere beings thrown annually upon society without a single idea derived directly from a book or a newspaper, and many of these without the advantages of home discipline, and that too in a popular representative government. Can it be the interest and policy of our citizens to encourage such a condition of things, and to deny the boon of knowledge to so large a number of those growing up in our midst?

In reading over some of the New York school reports, we lately met with a speech of the Hon. Wm. W. Campbell, Judge of the Superior Court, delivered on the occasion of an inauguration of a school building in one of the wards of the city, from which we give the following extract:—

"In a country like ours the cause of education is of vital interest. The spirit of our institutions makes every man a ruler. Questions affecting government, and individuals, and communities are brought directly before him for his decision. In the exercise of his power as a freeman, in the use of his elective franchise, he disposes of numerous questions; overturns one party and sets up another, and thus aids in directing and controlling the march of events. He

* See Educational Statistics of the criminals in the Toronto jail for 1860, on page 47 of the *Journal* for last month.

becomes thus all-powerful for good or for evil. He may not wield the sword, but he wields the greater power—the power which directs and governs the sword. The ballot which he holds in his hand falls it is said—

"As still
As snow flakes fall upon the sod;
But executes a freeman's will
As lightning does the will of God."

"How important that he should be educated. How necessary that he should be familiar with the history, the policy, and the interests of his country. The child must be educated so that the republic suffer no harm from the ignorance of the citizen. The property of him who has no children to educate is taken for the education of the children upon the same principle that it is taken for the support of government and to sustain the administration of justice. It is for the benefit of the Commonwealth, as it is used to render life and liberty, as well as property itself, more secure. This I understand to be a great and cardinal principle of American progress. How far it is consistent with this great principle to clothe with equal power great masses of ignorant men who have grown up to manhood without education and without experience in liberal institutions, must be considered at other times and in other places. We are here to rejoice in the education of the children of the country. May the time arrive, and that speedily, when every man and women in the whole land shall at least be able to read and write. May we always remember that the power of a country grows and strengthens with the growth and education of the people."

2. NEVER TOO OLD TO LEARN.

Socrates, at an extreme age, learned to play on musical instruments.

Cato, at eighty years of age, thought proper to learn the Greek language.

Plutarch, when between seventy and eighty, commenced the study of Latin.

Boccaccio was thirty-five years of age when he commenced the study of polite literature, yet he became one of the great masters of the Tuscan dialect, Dante and Petrarch being the other two.

Sir Henry Spelman neglected the sciences in his youth, but commenced the study of them when he was between fifty and sixty years of age. After this he became a most learned antiquarian and lawyer.

Colbert, the famous French minister, at sixty years of age, returned to his Latin and law studies.

Ludovico, at the age of one hundred and fifteen, wrote the memoirs of his own times; a singular exertion, noticed by Voltaire, who was himself one of the most remarkable instances of the progress of age in new studies.

Ogilby, the translator of Homer and Virgil, was unacquainted with Latin and Greek till he was past the age of fifty.

Franklin did not commence his philosophical pursuits till he had reached his fiftieth year.

Accorso, a great lawyer, being asked why he began the study of law so late, answered that he indeed began it late, but he should, therefore, master it the sooner.

Dryden, in his sixth-eighth year, commenced the translation of the Iliad, and his most pleasing productions were written in his old age.

Chaucer wrote his Canterbury Tales when sixty years of age.

John Wickliffe acquired his great reputation after he was fifty years of age,

Thomas Hobbes wrote the most important of his works between the ages of sixty and ninety.

Alexander Von Humboldt, Washington Irving, Sir William Hamilton, Macaulay, Lord Brougham, Cousin and Carlyle, are illustrious examples of thorough students in old age.

3. THE SCHOOL VALUE OF "GOOD MORNING."

"Mother mayn't I go to school with Abby to day?" asked a bright eyed, *wide awake* little boy, as his sister was preparing for school."

"Why, you are not old enough to go to school," replied the mother, "what would the teacher do with you, if you were not stiller than you are at home sometimes?"

"I don't believe she'd punish me, mother, for she said good morning to me when she passed us, and I don't believe but she wants me to come to school. I *will sit still* mother, try me this once and see if I don't. If I am naughty, I won't ask you to let me go again."

Would it notbe worth while, teachers, to say good morning or some pleasant word to every child we meet if it would influence them to form as good resolves as little Willie? And who knows the influence a single word or look may have upon a child, even long after it is forgotten by the one who bestowed it?

"I hated the first teacher I had," exclaimed a young lady," "he always looked so sour."

Who does not relish pleasant and encouraging words, or looks, better than sour ones? "I wished that a teacher would look as smilingly upon the scholars, as she did upon me," said a visitor.

Smiles *are* better than frowns, my friend, and a pleasant "Good morning" is worth more than an averted look. Try it.—M. A. B.

4. THE RESPONSIBILITY OF BOYS.

Some one has said, "Boys, did you ever think that the great world, with all its wealth and woe, with all its mines and mountains, its oceans, seas, and rivers, with all its shipping, its steamboats, railroads and magnetic telegraphs, with all its millions of men, and all the science and progress of age, will soon be given over to the hands of the boys of the present age—boys like you, assembled in school rooms, or playing without them on both sides of the Atlantic?" Believe it, and look abroad upon your inheritance, and get ready to enter upon its possession. The kings, presidents, governors, statesmen, philosophers, ministers, teachers, men of the future are all boys, whose feet like yours, cannot reach to the floor, when seated on the benches upon which they are learning to master the monosyllables of their respective languages. Boys, be making ready to act well your part. Become good scholars. Read only what is instructive. Spend no time with novels. Study science and government, and the history of the world. Study agriculture and mechanism. Become as nearly as possible perfect in the occupation you may choose. Learn prudence and self-control. Have decision of character. Take the Bible for your guide. Become familiar with its teachings, and observe them. Seek wisdom and prosperity from your heavenly father. As you grow in stature, in bodily strength and in years, grow in piety, in intelligence, in caution, in activity, and charity. Aspire to be men of the noblest character. Resolve to be useful, and we trust you will be happy. Cherish the feeling that you were born to receive good and to do good. Be manly in spirit and in act.

V. Biographical Sketches.

No. 11.—HER ROYAL HIGHNESS THE DUCHESS OF KENT.

The *Africa* brings us intelligence of the death, on the 16th March, of the Duchess of Kent, the mother of the Queen of England. For a long time the late Duchess had been afflicted with a cancer, which was the immediate cause of her death. Since the accession of her daughter to the throne of England she had remained a resident either at Windsor Castle with the Queen or at Frogmore, a mansion of her own, a mile or two distant from the castle, whither the Queen went almost daily to visit her.

The late Duchess had attained a venerable age. She was a princess of the house of Saalfeld-Coburg, was born on the 17th of August, 1786, and was baptized under the name of Marie Louise Victoria. She was, at an early age, married to Prince Henry of Leininge, who dying, left her a blooming young widow in 1814. A year or so later she attracted the attention of Edward Duke of Kent, the fourth son of George III., and was married to him in London on the 11th of July, 1818. But the married life of the new Duchess was but short; for in less than two years the Duke of Kent died; and she was again a widow with one child—the Princess (now Queen) Victoria. At that time the accession of this little child to the British throne seemed but a remote contingency. George III. outlived his son, the Prince of Wales, while George IV. and William IV., his other sons, who reigned after him, both died without issue; thus, the issue of the next brother, the deceased Duke of Kent, became heir to the British throne. As soon as this contingency gradually resolved itself into a probability, and then a certainty, the Duchess of Kent devoted her time fitting her daughter for the high station she was called upon to occupy. A firm and consistent Protestant, she taught the young Princess a veneration for that religion as expressed in the church of England. Mental and personal accomplishments were carefully attended to, as well as physical requirements. The daughter throve under such judicious treatment, and the mother had the satisfaction of attending the coronation and the marriage of her child, of seeing her the mother of a large family, and of knowing that her throne was built upon the hearts of loving subjects.

The life of the Duchess of Kent, quiet and unostentatious, was so identical with that of the present Queen that there is little to say of her otherwise. Her death will place in mourning most of the

reigning families of Europe, while at the English court there can be little doubt that the official trappings of woe will this time represent—what they seldom do in court circles—the honest and unaffected grief of the wearers. It may be added that this is the first serious bereavement Queen Victoria has ever experienced. Her father died before she was old enough to know him, and she has never lost a child. An only child herself, she never had a brother or sister to lose or mourn for, and thus the present bereavement must be peculiarly afflicting to her.

No. 12.—REMOVAL OF THE REMAINS OF COLUMBUS.

It is stated from Havana that the remains of Christopher Columbus, the discoverer of the New World, are again to be removed to a new and splendid cemetery, soon to be opened near that city. They are to be deposited in a silver urn, on which will be inscribed in letters of gold the most remarkable events of his great enterprise. A bronze statue is to be erected over them, representing the great discoverer in the attitude of revealing the grand mission of his wonderful life.

Columbus died Ascension day, the 20th of May, 1506, in about the 70th year of his age. His obsequies were celebrated with great pomp at Valladolid, and his body deposited in the Convent of San Francisco. Thence, nine years after, in the year 1515, it was removed to the Carthusian Monastery of Seville, where was likewise deposited the body of his son Diego. Twenty years after, in the year 1539, the bodies of both the admiral and his son were removed, with appropriate pomp and ceremonies, to the New World he had discovered, and interred in the principal chapel of San Domingo, Hispaniola. There they remained undisturbed for the period of 250 years.

In the year 1805, however, at the close of the war between France and Spain, all the Spanish possessions in the island of Hispaniola were ceded to France, whereupon a request was preferred to the French Governor to have the remains of Columbus removed to Cuba. The request was granted, and on the 20th day of December, 1805, the vault in the cathedral of San Domingo was for the first time in nearly two hundred years opened. "Within," says the record of the event, "were found the fragments of a leaden coffin, a number of bones, and a quantity of mould, evidently the remains of a human body. These were carefully collected and put into a case of gilded lead, about half an ell in length and breadth, and a third in height, secured by an iron lock, the key of which was delivered to the Archbishop. The case was enclosed in a coffin, covered with black velvet, and ornamented with lace and fringe of gold."

After appropriate funeral ceremonies, the body was taken on board the ship *San Lorenzo* and taken to Havana, where it arrived on the 15th of January, 1806. It was received in the most solemn manner, with all the honor given to a sovereign. "On arriving at the mole, the remains were met by the Governor of the Island, accompanied by his generals and military staff. The coffin was then conveyed between files of soldiery which lined the streets to the obelisk, in the Place d'Armes, where it was received in a hearse prepared for the purpose. Here the remains were formally delivered to the Governor and Captain General of the Island, the key given up to him, the coffin opened and examined, and the safe transportation of its contents authenticated."

The ceremony concluded, the solemn rites of the dead were performed by the Archbishop, and the remains of the great discoverer were again deposited in the wall on the right side of the grand altar of the Cathedral of Havana, where they have ever since remained, the object of reverence to all visitors of the island.—*Boston Traveller.*

No. 13.—MILLER'S MONUMENT.

On a very conspicuous and beautiful green hill that overlooks the town of Cromarty, stands the Gælic Chapel of the Established Church. At the east end of the chapel, and about thirty yards distant from it, Hugh Miller's monument has been erected. It is a massive column of freestone about 54 feet high, on which has been placed a statue, 10 feet high, of the great Geologist. The face is towards the east. He is standing bare-headed, with his plaid thrown over his shoulder. On his right side is a pile of books, seven in number, while he is holding another book in his hand, resting on the others. These no doubt refer to the number of works that he has published. In his left hand he is holding a specimen of stone which he is intensely examining. It is said to be a good likeness. It is rather a singular circumstance that when a monument was proposed to be erected to the memory of the devoted Dr. Thompson, who sunk in the Crimea, Hugh Miller pointed out the spot; and that the spot is the very one in which his own monument now stands. The doctor's monument was erected at Forfes instead of his native town of Cromarty. The inscription is as follows:—"In memory of Hugh Miller, and in commemoration of his Genius and Literary and Scientific Eminence. This monument was erected by his countrymen. Born at Cromarty, 10th Oct., 1802, died 24th Dec., 1856." The cottage where Hugh Miller was born is in sight of his monument. His mother is still living in it, but has been bedridden for a length of time. She could never be persuaded to leave it to go to a better dwelling place.

VI. Miscellaneous.

1. "GIVE US YOUR BLESSING, MOTHER."

Give us your blessing, Mother!
We children round your knee,—
Oh kind and noble Mother,
Whose voice is melody,—
You've rear'd our goodly number
With fostering, faithful care,
And smiled to see us bravely stand
In order firm and fair.

You have been generous to us,
And cheer'd our early hours,
When o'er the smooth green prairies
All carpeted with flowers,
Our childish feet went gambolling,
Uncertain where to rest,
While spire and roof-tree rose like dreams
Of Araby the blest.

You taught us gracious lessons
In youth's delightful morn,
How to revere the great and good,
And all injustice scorn;—
The arts of industry to prize,
Hold patriot wisdom dear,
And dwell at unity and peace
In God's most holy fear.

Our oldest ones remember
A strange, eclipsing cloud,
That wrapp'd your fortunes deep and long
In chill, portentous shroud.
But then, in beaming splendor
Burst forth a gorgeous day,
To light you on your upward course
With culminating ray.

We've been a happy circle,
As lustrums roll'd along,
And striplings sprang to manhood,
And cradled ones grew strong;
While knowledge like a river broad,
Flow'd out from zone to zone,
And still our welfare was your pride,
Your honors were our own.

But now, a weight is pressing
Into our bosom's core,
Making the heart beat heavily
That leap'd so light before.
Mother! you'd quell the anguish,
Had you the power, we know;
You'd bear our burdens for us
If Heaven had willed it so.

We have a secret sorrow,
It darkeneth to despair,
We look into your eyes and see
The same drear shadow there.
Oh, *once more* fold us closely
All to your bosom free:
Give us your blessing, Mother,
We children round your knee.

---

2. THE TWO GIFTS.

A boy with earnest eyes knelt at his mother's knee. She stroked the gold of his yellow hair, and bade God bless her boy. He grew in years and strength; and one day in his boyish dreamings, there appeared to him two spirits, each offering to him a gift. Both gifts

were attractive, yet he could choose but one. One was a pearl, which at first might seem of little value, but the more you looked at it, the brighter it grew, until you saw it was the pearl of great price,—the love of God. The other was a yellow gem of most goodly seeming, burning with a fervent radiance, and was the love of gold.

Years passed away; springs were succeeded by summers, and summers passed into cold autumns and cold winters. And as the years came and went, all the time the boy's heart was busy with him. He was now a bold-browed youth with flashing eyes, but their fire was dimmed for a time, for his mother faded, and, at length withered away. Birds sang, and shadows danced, and the silvery water-bells tinkled in the streams, and dandelions spangled the green turf upon his mother's grave, and the youth's heart was softened. The mildly beaming pearl seemed lovelier in his eyes, for his mother's voice had blessed it. He would have taken it to his heart, but the spirit of the other love was close beside his ear. Wilt thou choose that, and with it poverty and contempt among thy fellow men? Look! this shall bring thee happiness, for it rules mankind. It shall bring thee power and honor with its riches. It shall fill thy coffers, so that men shall call thee honourable. It shall make for thee ready servitors, for thou shalt say to this one 'Go,' and to that one 'Come,' and all shall do thy bidding. It shall bring thee all that satisfies, for it shall bring thee homage from thy fellow men.

And then in the boy's ears sounded his mother's words, 'Fear God rather than man.' 'Seek first the kingdom of God.'

The boy became a man, yet begun to pass unheeded among men, for he had not gold. His proud spirit could not brook the world's neglect. The pearl was offered him again. Would he choose that and walk obscurely, or the other, and be rich and honored for his crown of gold!

He forgot his mother's words, he forgot the all-seeing eye, he forgot the yearning tenderness of Him who became poor that we, through his poverty, might be made rich. He forgot all, and he took to his heart the other love! and so subtle was its nature, that, unconsciously to him, it supplanted all other affection! The desire for gold, that he might command the homage of men, burned deep in his heart. It corroded and consumed the memories of his early life; and the long grass sodden with rain, over his mother's grave, wept the only tears which were now shed there.

The earnest, tender light had faded from his eyes—they were now cold and hard; and instead of the open glance which had been their wont, they had now a repellant suspicious gaze. His form was bent, too, and the brow furrowed and knit with care. In the worn repulsive man, you scarcely recognized the frank and noble youth; for those powers which might have given him a high place in the intellectual world were prostituted to the base, sordid use of money-getting. His heart was canker-eaten.

But he gained his ends. Gold freely, lavishly, flowed into his money-chests, and men—low-minded—bowed, but they reverenced him not! When those who had early loved him died, he lived unloving and unloved. For he had lost all generous impulses, and he was now only a miser. Other men had treasures in the household, he had none but in his drawers and chests and bags. Other men had treasures in friends; he had no friends, and no treasures in any human heart. Other men had treasures in heaven; he had laid up none there, but hoarded them all on earth. He was offered the Pearl of Great Price, but refused it. He was offered the Love of Gold, and accepted it. He chose for what he should live, and lived for it. And then he miserably died! The first spirit came to his bedside and wept; the other came also and mocked. 'What shall it profit a man if he gain the whole world, and lose his own soul?'

3. TRANSFORMING POWER OF VICE.

You have heard the story of the Italian artist, who, meeting with a child of exquisite beauty, wished to preserve its features for fear he should never see such loveliness again. So he painted the charming face upon canvas, and hung it upon the walls of his studio. In his sombre hours that sweet, gentle countenance was like an angel of light to him. Its presence filled his soul with the purest aspirations. "If I ever find," he said, "a perfect contrast to this beauteous face, I will paint that also, and hang them side by side,—an ideal of heaven and hell." Years passed. At length, in a distant land, he saw in a prison the most hideous object he ever gazed upon—a fierce, haggard fiend, with glaring eyes, and cheeks deeply furrowed with lust and crime. The artist remembered his vow, and immediately painted a picture of this loathsome form, to hang beside the picture of the lovely boy. The contrast was perfect. His dream was realized. The two poles of the moral universe were before him. What was the surprise of this artist, on inquiry into the history of this horrid wretch, to find that he was once that lovely little boy. Both of these pictures, the angel and demon of the same soul, now hang side by side in a Tuscan gallery.

4. A BEAUTIFUL FAITH.

"Beautiful, exceedingly," is the burial of children among the Mexicans. No dark procession or gloomy looks mark the passage to the grave; but dressed in its holiday attire, and garlanded with bright, fresh flowers, the little sleeper is borne to its rest. Glad songs, and joyful bells are rung; lightly as to a festival, the gay group goes its way. The child is not dead, they say, but going home." The Mexican mother, who has household treasures laid away in the *campo santa*—God's sacred field—breathes a sweet faith, only heard elsewhere in the *poet's* utterance. Ask her how many children bless her house, and she will answer; "Five; two here, and three yonder." So, despite death and the grave, it is yet an unbroken household, and the simple mother ever *lives* in the thought.

5. THE INDELIBLE NATURE OF INFLUENCE.

If a wafer be laid on a surface of polished metal, which is then breathed upon, and if, when the moisture of the breath has evaporated, the wafer be shaken off, we shall find that the whole polished surface is not as it was before, although our senses can detect no difference; for if we breathe again upon it the surface will be moist everywhere except on the spot previously sheltered by the wafer, which will now appear as a spectral image on the surface. Again and again we breathe, and the moisture evaporates, but still the sceptral wafer reappears. This experiment succeeds after a lapse of many months, if the metal be carefully put aside where its surface cannot be disturbed. If a sheet of paper on which a key has been laid be exposed for some minutes to the sunshine, and then instantaneously viewed in the dark, the key being removed, a fading spectre of the key will be visible. Let this paper be put aside for many months where nothing can disturb it, and then in darkness be laid on a a plate of hot metal—the spectre of the key will again appear. In the case of bodies more highly phosphorescent than paper, the spectres of many different objects which may have been laid on it in succession will, on warming, emerge in their proper order. This is equally true of our bodies and our minds. We are involved in the universal metamorphosis. Nothing leaves us wholly as it found us. Every man we meet, every book we read, every picture or landscape we see, every word or tone we hear, mingles with our being and modifies it. There are cases on record of ignorant women, in states of insanity, uttering Greek and Hebrew phrases, which in past years they have heard their masters utter, without, of course, comprehending them. These tones had long been forgotten; the traces were so faint that, under ordinary conditions, they were invisible; but these traces were there, and in the intense light of cerebral excitement they started into prominence, just as the spectral image of the key started into sight on the application of heat. It is thus with all the influences to which we are subjected.—*Cornhill Magazine.*

6. WHAT IS THE PALMETTO?

The South Carolinians have adopted the Palmetto as the emblem of their State. The Palmetto is defined as a cabbage tree. It attains a height of forty or fifty feet, and is the tallest of our palms. The summit is crowned with a tuft of leaves, varying in length and breadth from one to five feet, which gives it a majestic appearance. —Flowers, small, greenish, and disposed in long clusters. Fruit about as large as a pea, inesculent. Wood of no value, except for the construction of wharves. In short, it is as nearly worthless as a tree can well be. Its height, its "majesty," and flaunting pride, have probably commended it to the favor of the chivalry.

7. ORIGIN OF ENGLISH LAW.

The circumstances of society, the designs of rulers, and a variety of religious systems have created different codes of laws whose provisions have been so modified from time to time, and so interchanged, that it is not always easy to trace the channels through which particular legal forms or principles have come down to us.

Druid laws, from a remote and unknown antiquity, prevailed in Britain until about fifty years after Christ, when in the reign of the Emperor Claudius, Roman laws were established over that part which was held by the Romans, whose jurisdiction was gradually extended during the next thirty years, until in the reign of Vespasian they governed all Britain, which became a Roman province. For three hundred and fifty years England was subject to that magnificent body of laws which, during a long period of development and prosperity, the Romans had borrowed from other nations, or had

established, to define and protect individual rights. The jurisprudence under it consisted in the application of general principles to the controversies which are submitted to judicial examination, and not in a comparison of individual cases. Its principles were mainly deduced from the eternal and immutable laws of justice. Originally codified in the twelve tables, it was cultivated by Scaveola, Gallus, Rufus, Offilius, Tubero, Labeo, Sabinus, Longinus, Attilicinus, and a long line of distinguished jurists, of whose decisions a new digest was prepared by Salvius Julianus, in the time of the Emperor Adrian, and then began the golden age of the Roman civil law. This lasted for a hundred years, and comprised most of the great Roman law writers of whom Gaius, Papinian Paulus, Ulpian, and Modestinus deserve especial notice. When the Romans settled in Britain they carried with them their *Jura* and *Instituta*—their laws and customs—but they doubtless borrowed from the Druid laws whatever seemed peculiarly adapted to the circumstances of the people of Britain. When in the fifth century the savage Germanic hordes pressed fiercely upon Rome, she, to meet the crisis, concentrated her strength at home and abandoned her exterior possessions to their fate. Britain for twenty years was a prey to the incursions of the Picts and Scots, and though the Roman law, by its justice and reason commended itself to the sense of the people, yet in a state of anarchy and disorder, its authority declined.

About the time that Britain was abandoned (A. D. 420) the wild Burgundian Vandals, having been converted to Christianity, adopted the Roman laws, and their example was followed by other barbarian tribes, one of which, called the Saxons (in A. D. 449), passed over to Britain, ostensibly to deliver the Britains from their enemies, and began a career of conquest, doubtless taking with them the Roman laws, modified by their Germanic customs. After one hundred and fifty years, they had conquered the greater part of Britain, and formed the Saxon Heptarchy, and in A. D. 828 the Saxon Heptarchy was reduced to a monarchy, under Egbert the Great.

The ancient Britons under Arthur, and other native princes, attempted to stem the tide of foreign conquest, but were unable to drive it back. Of course Romanic-Saxon laws governed nearly all Britain, but in cases not prescribed by these laws, the old Druid or Roman law was often recognized, just as always some portion of the laws and customs of vanquished nations are adopted by their conquerors.

Two hundred and seventy-eight years before the time of Egbert the Great, the whole body of Roman civil law had been once more codified by the great Eastern Roman Emperor Justinian; and it is reasonable to suppose that this had an effect upon those in Britain, who had learned the Roman law from original sources, as well as upon those who had become familiar with it through Saxon authority. During the two hundred years of Saxon monarchy, subsequent to the reign of Egbert, the Danes made fierce incursions into Britain, where they finally established themselves about the time that Edward the Confessor collected and reduced all the different systems that obtained in England to one common law. Then followed the Norman invasion, when William the Conqueror adopted the laws of the country, and afterwards introduced and mingled with them Danish, Mercian and West Saxon laws. Springing from these sources, yet flowing mainly in two distinct streams, legal science in England has been steadily advancing under the Plantagenet, Lancaster, York, Tudor, Stuart, and Brunswick reigning families.

VII. Papers on Physical Geography.

1. ITALY A FIRST CLASS POWER.

The application of Spain, backed by Napoleon, to be admitted as a member of that close corporation known as the first class powers of Europe, was, as our readers are aware, unsuccessful. Another nation is now standing at the door and ready to apply in still louder tones for admission. Victor Emmanuel has accepted the crown of the kingdom of Italy, which thus includes the entire peninsula, except a small district round Rome and the province of Venetia. It will now be worth while to bestow a glance at the new kingdom, its extent, population, resources and industry.

The original Sardinian States, *minus* Savoy and Nice, contain about 23,100 square miles, with a population of probably four millions and a quarter. The last census was taken in 1857, showing an aggregate population of 5,167,542. It is not likely that there has been much increase since that time, owing to the hostilities carried on last year and the present. Some accessions have come from Venetia; but as many Piedmontese have probably emigrated to the newly acquired states.

The province of Lombardy, annexed last year, has an extent of 8,538 square miles, with a population slightly exceeding three millions in 1856; at present it can hardly be less than 3,200,000, and may be fifty thousand higher. Add to these the territories acquired on the south side of the Po—Modena, with 2,073 square miles and 604,512 inhabitants in 1857; Parma, with 2,184 square and 499,835 inhabitants, and Tuscany with 8,712 square miles and 1,793,967 inhabitants—we have an aggregate, exclusive of the Romagna, of 21,507 square miles, with a population of 6,098,302, or in round numbers at present, 6,250,000.

The two Sicilies, just annexed, have an extent of 41,421 square miles, with a population, in 1856, amounting to 9,117,050. Owing to the tyranny of the government and the losses by war, the increase of the inhabitants must have been inconsiderable, if there has not been an actual decrease. We shall take the figure then returned as the present population.

The Papal States already acquired comprise the legations of Bologna, Ferrara, Forli and Ravenna. Since then, the Marches, comprising that part of the Pope's dominions which is on the eastern slope of the main Appenines; and Umbria, the ancient name of that region between the main and the sub-Appenines, have since declared for annexation to Piedmont. How much further the revolutionary movement will extend is uncertain; but conceding to Victor Emmanuel the central and eastern portions of the Papal States, it would leave the Pope with less than 2,000 square miles of territory, with (say) 400,000 inhabitants, including those in Rome. The annexed portions would thus comprise about 15,000 square miles, containing a population of 2,725,000, according to the census of 1852.—*N. Y. Commercial Advertiser.*

2. REMARKABLE LAKES IN PORTUGAL.

On the top of a ridge of mountains in Portugal, called Estralla, are two lakes of great extent and depth, especially one of them, which is said to be unfathomable. What is chiefly remarkable in them is, that they are calm when the sea is so, and rough when that is stormy. It is, therefore, probable that they have a subterranean communication with the ocean; and this seems to be confirmed by the pieces of ships they throw up, though almost forty miles from the sea. There is another extraordinary lake in that country, which, before a storm, is said to make a frightful rumbling noise, that may be heard at a distance of several miles. And we are also told of a pool or fountain, called Fervencias, about 24 miles from Comibra, that absorbs not only wood, but the lightest bodies thrown into it, such as cork, straw, feathers, &c., which sink to the bottom and are never seen more. To these we may add a remarkable spring near Estremes, which petrifies wood, or rather encrusts it with a case of stone; but the most remarkable circumstance is that in summer it throws up water enough to turn several mills, and in winter is perfectly dry.

3. EXPLORATIONS IN AFRICA.

Almost day by day the great African mystery, the source of the Nile, is being gradually dissipated. The latest accounts of all shew how nearly the veil is removed from the standing enigma of ages. While Capts. Speke and Burton were trying to work their way to the North, in hopes of discovering the connection of the river with the fresh water lakes that they first explored, a new competitor, Signor Giovanni Miani, of Venice, was employed, unaided and alone, in tracking the southern course of the White Nile beyond the furthest limit yet attained. All exploration had previously stopped at *Gondokoro*, in N. lat. 4° 30′, where immense cataracts put a limit to navigation. Miani, however, was not to be foiled by them. Leaving his boat, he made a circuit round the mountain-chain, and reached the White Nile again after five day's travel, pursued its course through hostile nations and ferocious animals, as far as the second degree of North latitude, till, completely exhausted with fever and the wounds he had received, he was compelled to return at the time when only 270 geographical miles remained to be explored between his position and the most northerly point reached by Capt. Speke. The particulars of his journey, which were full of interest, have just been published by the Geographical Society, under whose auspices a fund is now being raised for the final and complete examination of the district, in which the services of the above named explorer are now to be engaged. A new expedition to Central Africa in search of Dr. Vogel is being prepared in Germany. Committees for the promotion of this undertaking, which promises to become a national one, have been formed in different places in Germany.

4. OCEAN BEACH OF OREGON.

On the ocean beach of Oregon, the surf is continually casting up little rows of variegated stones, prettily rounded by the action of

the sand and water, and exhibiting all the hues of gems. They average the size of common beans, and are generally transparent; scintillating in the sunlight with the colors of the ruby, the sapphire, the amethyst and the emerald. Sometimes a perfectly round one is found, of an amber color and as clear as glass.

5. EXTENT OF COMMERCE OF THE MISSISSIPPI.

The Mississippi River extends 2,100 miles from frozen regions of the North to the sunny South, and with the Missouri river, is 4,500 miles in length. It would reach from New York across the Atlantic Ocean, or from France to Turkey and the Caspian Sea. Its average depth is fifty feet, and its width over half a mile. The floods are more than a month travelling from its source to its delta. The trappers can exchange the furs of animals caught by them on the Upper Mississippi for the tropical fruits gathered on the banks below. The total value of steamers afloat on the river and its tributaries, is more than $60,000,000, numbering 1,600 boats, with more than twice the steamboat tonnage of England. It drains an area of 1,200,000 square miles, and washes the shores of twelve powerful States. In one single reservoir at Lake Pepin, between Wisconsin and Minnesota, 2,500 miles from the sea, the navies of the world might ride at anchor.

VIII. Short Critical Notices of Books.

—— ENGLAND'S YEOMAN.—New York: R. Carter & Brothers. This is another of those beautiful tales by Miss Charlesworth, who is the authoress of the beautiful and popular tale of "Ministering Children," the "Ministry of Life," and several other admirable books of a much smaller size. In this reprint of an English book, Miss Charlesworth tells us that she "draws back the curtain from the inner life" of an English farm homestead, "that its light may shine to the glory of God, and the blessing of those willing to learn by its bright example." The story is indeed a touching one; but, nevertheless, a triumphant testimony to the divine effects of true religion in the heart.

—— TRUE MANHOOD.—New York: R. Carter & brothers. This is also a reprint of an English book. It contains several lectures by the Rev. Wm. Landers, on the following subjects: "The Nature of True Manhood," "The Foundation and Source of True Manhood," and "The development of True Manhood." The work is one calculated to be of great service to young men on their first start in the world. Its counsels and advice are excellent, and well worthy of their confidence.

—— HINTS ON THE CULTURE OF CHARACTER. London: James Hogg and Sons. This is another of those admirable books which are designed to assist in the formation and permanent growth of Christian character. The "Hints" are taken from the writings of Archbishops Sumner and Whately, Bishops Tait, Hamden, Wilberforce, Thirlwall, Woodsworth, Blomfield, and Heber; Archdeacons Hare and Berens; the Rev. Drs. Milman, Trench, Croly, Jelf, Robinson, Whewell, Moberly, Vaughan and Arnold; and the Rev. Messrs. Harter, Gleig, A. W. Hare, Sydney Smith and Hussey.

—— TOM BROWN AT OXFORD, Vol. I.—New York: Harper & Brothers. The fame of the series of which this book is a sequel is so well established that we can add little to the interest which they excite by any remarks we may make. They exhibit with remarkable freshness and vigor the every day life of school and college life in England. A Boston edition of the book is also published by Messrs. Ticknor & Co.

—— YALE AGRICULTURAL LECTURES.—New York: Saxton Barker, and Co. This book includes within its 179 12mo. pages, an outline of the first course of Lectures delivered during the Agricultural Convention, (in Yale College,) at New Haven, February, 1860. The course of lectures extended over four weeks, and included addresses from twenty-seven distinguished agricultural lecturers, on as many different agricultural topics. The sketches of lectures are valuable, as they contain in a compressed form the latest opinions and experience of the most competent and enlightened agriculturists.

—— GRAPES OF ESHCOL. New York: R. Carter and Brothers. This is another of these beautiful books by the Rev. John R. Macduff, D.D., who is so well known as a Scotch Presbyterian minister and writer. The religious counsels and consolations of these "Gleanings from the Land of Promise," will be inexpressibly dear to all devout christians, "who are in any wise afflicted, whether in mind, body or estate." There are thirty-one rich bunches of "Grapes," in the book—one for every day in the month.

IX. Educational Intelligence.

CANADA.

—— LAW FACULTY, QUEEN'S COLLEGE, KINGSTON.—The authorities of Queen's College, Kingston, have lately established a law faculty in the University; and at the meeting called for that purpose, the platform was occupied by the Trustees, the Principal and Professors, and the leading members of the Bar at Kingston, who appeared in a body, in their robes.

The proceedings were opened with prayer, by the Very Rev. Principal Leitch.

The Hon. John Hamilton, M.L.C., Chairman of Trustees, read the minutes of the executive body, relative to the formation in the University of a Faculty of Law, and the appointment of the Hon. Alex. Campbell a Dean, and of Mr. Burrowes and Mr. Draper as Lecturers in the faculty. These gentlemen were formally introduced to the Principal and Professors, and took their places as Members of the Senate.

The Principal, in calling upon the Hon. Mr. Campbell, as Dean of the Faculty of Law, to announce the arrangements for the session, alluded to the invaluable aid that had been given by Mr. Campbell in the establishment of the faculty. By means of his exertions, backed by the Bar of Kingston, the faculty had been established, and to him the University must still look for aid and counsel in carrying out the work. This was the feeling that led to his selection as Dean, and they all felt that the duties of that office could not be in better hands than those of Mr. Campbell, whose character as a scholar, as a lawyer, and as a statesman, has been long known in Canada.

Mr. Campbell, the Dean, announced that the law lectures would be delivered in the College four days a week, by Mr. Burrowes and Mr. Draper, the classes to meet from nine to ten, a.m. He stated that examinations would take place before the Faculty at the end of each session; and that attendance for three sessions, with successful pass-examinations at the termination of each, would entitle a student to the degree of LL.B. Various other details were explained; after which the Dean referred to the fact that the law students in the city had, almost without exception, entered their names for matriculation. He acknowledged the complimentary allusions that had been made to his own connection with the faculty, and expressed his interest in the scheme, paying a well-merited tribute to the professional ability and zeal of Mr. Burrowes and Mr. Draper, upon whom the duties of teaching had devolved, and upon whose exertions the success of the faculty would very much depend.

Mr. Draper was then called upon, and, having taken his place at the dais, delivered a lecture introductory to the Law Course. He alluded to the comparative merits of the different modes in which a knowledge of law might be acquired; to the antiquity of law lectures; the relation of the different grades of lawyers in England; and the past and present position of the profession in Canada. Attention was drawn to the many prizes within the reach of the lawyer in this country; to the public offices that could be filled by lawyers alone; and he pointed out, in strong terms, the peculiar abilities and training required for success in the profession. The more striking passages of Mr. Draper's eloquent lecture were loudly applauded, and a unanimous vote passed that it should be printed.

The Very Rev. Principal Leitch then rose and spoke as follows:—Mr. Chairman,—It must be a matter of much gratification to you and the other trustees associated in the management of this institution, to witness this day the completion of its organization. The growth of Queen's College is characteristic of the rapid progress of all the institutions of this country. It had its origin in very small beginnings, and it has worked its way steadily onwards till it now presents the only University in British America with a staff of professors in all the faculties of arts, theology, medicine, and law. The leading position which this University has always occupied in the higher education of the Province, is due to the principle, steadily carried out, that a standard of academic education of the highest type should be maintained at all hazards. There was a strong temptation to lower the education to the supposed necessities of the country, but it was felt that the very mission of a University was to raise the people to its level, instead of lowering itself to the level of the people. It took its model chiefly from the Scottish Universities that gave to England such men as Brougham, Lord John Russell, and Lord Campbell; and the result has been a steady, onward progress, and a gradual development into all the professional faculties. It is deeply to be regretted that the Government of this Province should, when administering the large University endow-

ments at their disposal, have constructed a system based on the most unsatisfactory type of University education in England, viz., that of the University of London. This University never contemplated taking the high position of the old English Universities of Oxford and Cambridge. It never professed to give a high academic tone to the youths who receive its diplomas. It was a misnomer to call it a University, as its functions are simply those of a Board of Examination,—as in the case of those Boards recently organised for the examination of candidates for appointments in the public service, or the district Boards of Examiners in this Province, for the examination of schoolmasters. It exacts no academic training, and confers its degrees simply on the grounds of knowledge. It may, at first sight, appear that if a man has knowledge, it does not matter how it has been acquired. This is true if it is mere knowledge alone that is required. But there is something better than the mere possession of knowledge. Mental culture—the training of the faculties to proper action and academic discipline are objects of higher import in the education of the young. A student's future success in life depends not so much on the knowledge he has acquired as on the way in which it has been acquired. And knowledge may be acquired in such a way as permanently to injure the mental faculties and habits of the young. There could not be a more ingenious device for dwarfing the intellect and producing inferior men than this system of cramming fostered by the University of London as a cheap substitute for real education. I say it is deeply to be regretted that the Government of this country, instead of going to the long-tried Universities of Britain for a model, should have gone to the University of London, the very embodiment of superficiality. The people of Canada asked bread, and payed dearly for it too; they wanted that real education that nurtures greatness; but for bread they received a stone—a mere superficial resemblance to the real article. Queen's College has always occupied a position of protest against this system, though a title of affiliation was granted by statute. Were we to affiliate, the genuine degrees granted by this University would be put on a level with the paper degrees granted by the Central Board, which do not necessarily imply college training. It has protested in the conviction that the position thus taken may have some weight in leading the people of Canada to demand a reconstruction of the whole system, by which the ample revenues set apart for the purpose may be appropriated to their rightful use. I have made these remarks to explain the basis on which the law faculty is constructed. It was quite in our power to grant degrees in law, as is done in Toronto under the University arrangements of the Government, without any law education whatever. We might simply ask the students in law to come and pass an examination at the College, and to confer upon them the degree of LL.B., entitling them to have their indentures shortened by two years; and this alternative was considered by the Bar of Kingston; but it was rightly regarded as an evasion of the statute, which, in spirit at least, required that the students should receive a *bona fide* education in law, and not merely pass an examination which they would at any rate have to pass before the Law Society. To the honour of the Bar of Kingston, they would not countenance such an evasion. But how was the faculty to be established? We had no surplus revenue—we had not the public purse to dip into. The difficulty was at once solved by the Bar of Kingston coming generously forward to supply both the men and the means. No better guarantee for the need and usefulness of a law faculty could be given than this spontaneous action of the legal gentlemen of Kingston. And I may observe, that this spontaneous action should be the basis of Government action. The rise of this institution is a good example of what the people can do for themselves; and I hold that the best principle on which State assistance can be given, is to aid only those who manifest sufficient educational life to aid themselves. The great academical institutions of Britain sprung directly from the educational life of the people. All that the State did was to foster the vitality already manifested. It is those institutions alone that have struck their roots deep in the soil. When Government thrust artificial systems on a country, simply by the force of the public money, and irrespective of all voluntary action, they never thrive. It is the duty of Government to leave the higher as well as the common school education to the people themselves, and to content themselves with aiding institutions on which the people have put their *imprimatur*. We acted upon this principle in founding the faculty of law. We did not first go to Government and say, Queen's College requires the establishment of the faculty of law to complete her organization; give us funds and we shall set about the work. No! we resolved first to construct the faculty, and, if the State chooses to bestow favours, we shall gratefully accept them, but we decline making our existence depend on its fiat. The advantages of such a faculty to young men studying for the bar are very obvious. There is no profession so capable of deriving advantage from academic training. There is no study more bewildering than that of law, unless the student has a guide. I need not say that the instruction will not be confined merely to reading formal lectures, a system which is now exploded in all the faculties. The tuition will chiefly consist in directing the private study of the students, and examining upon the books read. It is proposed also to train the students to oral discussion, which will have a most important bearing upon their future success at the bar. The united education of law students at college, will also cherish an *esprit de corps* which they will find of advantage in their future career. The direct advantage arising from a course of law study here, is, that the student, if he takes a degree before he is articled, will require to be articled only for three years instead of five. It is reasonable also to expect that the Legislature will allow the lectures here to stand for the mere formal course given at Osgoode Hall, to attend which students have to be put to much expense. From this statement you will perceive that the establishment of this faculty is altogether due to the liberality and public spirit of the Bar at Kingston, who have this day honoured the University with their presence. I beg therefore to propose a hearty vote of thanks to that learned body, for the interest they have manifested and the exertions they have made for the establishment of the faculty of law.

A cordial vote of thanks was accordingly accorded to the Bar of Kingston.

Mr. Kirkpatrick rose to acknowledge, on the part of the Bar, the compliment that had been paid them by the united University. Principal Leitch, he said, when he came among them to preside over Queen's College, found that, while the institution had made great advances, and was doing good in various departments, it was yet deficient in one respect,—there was no law faculty. He communicated with the members of the Bar, and, after full consideration, it was agreed by the University authorities that a law faculty should be established. The question was,—Should examinations be instituted and degrees granted on the strength of these; or, shall there be law-teaching to qualify for a degree? There was a strong temptation to yield for the former course, and form a faculty without lectures, for the trouble would not be great, and the University would not be put to extra expense. But the University authorities had said to themselves,—We shall have no sham degrees; we must provide the means of affording knowledge and training before granting degrees: and the Bar agreed with them in this. The result has been that the University has received the support of the Bar in their attempt to elevate the standard of legal training, and the Bar have afforded the means of practically carrying it out. The Bar of Kingston has ever held a high place in Canada, and it feels gratified that this step has been taken, not only because it will facilitate the acquisition of legal knowledge, but also because it will serve as a bond of union between the University and the Bar. We have, he said, looked on at the progress of this University from year to year with much interest. Its success has been great; and, as its faculties have been from time to time increased, its whole organization has become strengthened,—for "Union is strength." We see to-day the only remaining blank filled up; a law faculty has been instituted, and it will unite with others in giving stability to the whole. We are proud, therefore, to give our aid on this occasion in completing the organization of an educational institution of so great importance to the welfare of our country.

The Rev. Principal pronounced the benediction.—*Presbyterian.*

—— Free Schools in Niagara.—At a meeting of Common School Trustees for the Town of Niagara, held on Monday evening the 11th of March, it was agreed to make the Schools in the Town free for the present year, and in order to secure a full and regular attendance the following resolution was passed: *Resolved.*—That in order to secure a more regular attendance of children at the Common Schools of this Town, it is hereby decided that children absenting themselves from School for ten consecutive days or attending irregularly without giving the teacher a sufficient or reasonable excuse, it shall be the duty of the Teacher to dismiss such child, and give such notice to the Superintendent, and in no case shall the child be re-admitted, except through an application to the Trustees, and that a copy hereof be published in the *Mail* newspaper, and read once in each Common School.

—— Canadian Literary Institute.—It will be remembered that, in January last, the building of the Canadian Literary Institute, at Woodstock, was destroyed by fire. The trustees are now making every effort to rebuild the premises during the present year, and appeal to the friends

of education to assist them in the time of need. To this end, a public meeting is announced to be held this (Tuesday) evening, in the Baptist Church, York street, at half-past 7 p.m., when the Rev. R. A. Fyfe, D.D., principal of the Institute, and others will attend and address the meeting, and explain the present position and working of this educational establishment. We trust that the inhabitants of London will act generously towards their Woodstock friends, and help them in their emergency.

—— McGILL COLLEGE, MONTREAL.—The Montreal papers notice another instance of the bountiful literality of the Molson family. Some time since the three brothers—the Hon. John, William and Thomas Molson endowed the chair of English Literature in McGill College with a gift of £5,000. Now Mr. William Molson has intimated his intention of immediately constructing, at his own expense, the west wing of the building of the same college, which, though a part of the original plan, has, for lack of funds, never been erected. This wing will contain the Convocation Room and Library of the University, and is to be called the Molson Wing. We understand the building will probably cost sixteen thousand dollars.

—— HIGH SCHOOL, MCGILL COLLEGE.—R. Davidson, Esq., Cashier of the Bank of Montreal, and one of the Governors of McGill College, has founded a prize of a gold medal in the High School department, to be conferred each year upon the dux of the school if he attain a sufficient proficiency.

X. Departmental Notices.

PUBLIC LIBRARY BOOKS, SCHOOL MAPS, APPARATUS, AND PRIZE BOOKS.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of articles to be sent can always be made by the Department, when so desired.

FORM OF APPLICATION FOR PUBLIC LIBRARY BOOKS, MAPS APPARATUS, SCHOOL PRIZE BOOKS, ETC.

.....

[*Insert Post Office address here.*]

SIR,—The [*Trustees, or Board of Trustees, if in Towns, &c.*] of the ... .. School being anxious to provide [*Maps, Library Books, or Prize Books, &c.*] for the Public Schools in the [*Section, Town, or Village, &c.*] hereby make application for the ... ., &c., enumerated in the accompanying list, in terms of the Departmental Notice relating to ..... for Public Schools. The ... . selected are *bona fide* for the ... .; and the CORPORATION HEREBY PLEDGES ITSELF not to give or dispose of them, nor permit them to be given or disposed of, to the teacher or to any private party, OR FOR ANY PRIVATE PURPOSE WHATSOEVER, but to apply them solely to the purposes above specified in the Schools of the ....., in terms of the Departmental Regulations granting one hundred per cent. on the present remittance. The parcel is to be sent to the .... Station of the ..... Railway, addressed to .....

IN TESTIMONY WHEREOF, the Corporation above-named, hereto affixes its corporate seal to this application, by the hand of .....*, this ..... day of ....., 186–.

Amount remitted, $.....

Trustees must sign their own names here.—See page 61. .... Corporate seal to be placed here.

To the Chief Superintendent of Education,
Toronto.

NOTE.—Before the Trustees can be supplied, it will be necessary for them to have filled up, signed, and sealed WITH A PROPER CORPORATE SEAL, as directed, a copy of the foregoing Form of Application. On its receipt at the Education Office, the *one hundred per cent.* will be added to the remittance, and the order, so far as the stock in the Depository will permit, made up and despatched. Should the Trustees have no proper corporate seal, the Department will, on the receipt of *two dollars* additional, have one engraved and sent with the articles ordered.

*** If Library and Prize Books be ordered, in *addition* to Maps and Apparatus, it will BE NECESSARY TO SEND NOT LESS THAN *five dollars additional* for each class of books, &c., with the proper forms of application for each class.

☞ The *one hundred per cent.* will not be allowed on any sum less than *five dollars*. Text books cannot be furnished on the terms mentioned above: they must be paid for in full, at the net catalogue prices.

* The Trustees of the Section; Chairman and Secretary of the Board of City, Town, or Village Trustees; Warden, Mayor, or Reeve.

SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages, and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools will be sent direct to the head Masters, upon application to the Department.

PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the new Postage Law, the postage on all books printed circulars, &c., sent through the post *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will, therefore, please send such an additional sum for the payment of this postage, at the rate specified, and the new Customs duty, as may be necessary.

NO PENSIONS TO COMMON SCHOOL TEACHERS, UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools in Upper Canada who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent without delay, if they have not already done so, their annual subscription of $4, commencing with 1854. The law authorizing the establishment of this fund provides, "*that no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*" No pension will be granted to any teacher who has not subscribed to the fund.

UPPER CANADA SCHOOL BOOK DEPOT.

R. AND A. MILLER have REMOVED to No. 62, *King Street East*, where will be found the largest assortment of SCHOOL BOOKS in Canada. ☞ Teachers are requested to call.

R. & A. M. are the sole agents for LOVELL'S SERIES OF SCHOOL BOOKS, of which the following are published:—"The National Series," carefully revised and punctuated, printed from new stereotyped plates, on good paper, and well bound; "Sangster's Elementary" and "National Arithmetics," the second editions, carefully revised; "Sangster's Philosophy;" "Robertson's Grammar;" "Vasey's Classical English Spelling Book;" "Vasey's Grammar made Easy;" "Gordon's Outlines of Chronology;" and "Barber's Elocution."

In the Press, and nearly ready, "LOVELL'S GENERAL GEOGRAPHY," containing 43 coloured Maps and numerous Illustrations, &c., by J. George Hodgins, LL.B.; and the "KEY TO SANGSTER'S NATIONAL ARITHMETIC."

☞ School Dialogue Books and Speakers, of the best and latest Editions, kept constantly on hand.

R. & A. MILLER,
60, St. François Xavier Street, Montreal. 62, King Street East, Toronto.

ADVERTISEMENTS inserted in the *Journal of Education* for 25 cents per line, which may be remitted in *postage stamps*, or otherwise.

TERMS: For a single copy of the *Journal of Education*, $1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

All communications to be addressed to J. GEORGE HODGINS, LL.B., *Education Office, Toronto.*

LOVELL AND GIBSON, PRINTERS, YONGE STREET, TORONTO.

June 1

JOURNAL OF EDUCATION,

Upper Canada.

VOL. XIV. TORONTO: MAY, 1861. No. 5.

CONTENTS OF THIS NUMBER.

		PAGE
I.	RECENT STATISTICAL INQUIRIES INTO EDUCATION IN ENGLAND AND WALES. (2) Good Educational Movement in England. (3) Education in France. (4) Victor Emmanuel on Popular Education. (5) Education in British Columbia. (6) Education in Algoma. (7) Education in the State of New York. (8) The Public Schools in the City of New York. (9) Extract from the Annual Appropriation Bill of New York State ...	64
II.	PAPERS ON PRACTICAL EDUCATION—(1) A Voice from the School-House on Irregular Attendance. (2) Examination Paper on School Management. (3) Competition in Education. (4) Moral Education of Children	68
III.	EDUCATION AND CUSTOMS OF THE PAST—(1) A Schoolmaster's Duties in 1682. (2) The Old and the New Schoolmaster. (3) Summary of the Connecticut Blue Laws. (4) English Village Schools—Past and Present. (5) Penalties for Neglect of Education in Switzerland.....	69
IV.	PAPERS ON TOBACCO IN SCHOOLS.....	70
V.	PAPERS ON COLONIAL SUBJECTS—(1) Description of the Canadian Shore of Lake Superior. (2) History of the "British United Empire Loyalists of America. (3) The Resources of Prince Edward Island	71
VI.	PAPERS ON NATURAL HISTORY—(1) Spider Life. (2) What a Spider can do. (3) Popular Error in regard to Spiders. (4) Aquatic Architects. (5) The Gigantic Crane of Australia. (6) Antidote for Snake Poison.....	73
VII.	PAPERS ON GEOGRAPHY AND STATISTICS—(1) Population of the United States. (2) Russia under Alexander II. (3) Census of Russia. (4) Telegraph to America. (5) Chinese Customs. (6) Japanese Little Folks...	74
VIII.	MISCELLANEOUS—(1) Poetical Gems. (2) Poetical Definitions. (3) Anecdote of Boy Life in London. (4) Queen Victoria in her own Capital. (5) The Prince of Wales and Canada. (6) New Copper Coinage. (7) Never deceive a Child. (8) Selection of an Occupation. (9) Too much Money	76
IX.	SHORT CRITICAL NOTICES OF BOOKS.....	78
X.	EDUCATIONAL INTELLIGENCE	78
XI.	LITERARY AND SCIENTIFIC INTELLIGENCE	80

RECENT STATISTICAL INQUIRIES INTO EDUCATION IN ENGLAND AND WALES.

Ten years ago a statistical inquiry into the state of popular education in England and Wales was engrafted upon the general census, and a similar inquiry was proposed as part of the forthcoming census of 1861. The Government did not consider that it was necessary, or at least justifiable, inasmuch as some expense had already been incurred in a statistical investigation pursued by the Royal Commission on Education appointed in June 1858. The report of the Commission, which has just been presented to Parliament, embodies the results of this investigation, and they are by no means unimportant.

The first noteworthy fact is this—that the provision made for popular education in this country, and the extent to which the people take advantage of it, cannot be considered unsatisfactory when compared with other countries. In 1858 the proportion of week-day scholars to the estimated population of England and Wales was 1 to 7·7. Now, in France the proportion is only 1 to 9·0; in Holland, 1 to 8·11; and in Prussia, 1 to 6·27. Our voluntary system, therefore, has achieved results which fall very little short of those of the Prussian compulsory system—a fact which indicates the direction in which State interference with education is not required in this country. Of the 2,535,462 scholars in week-day schools in 1858, as many as 1,675,158 were in public schools; 860,304 were in private adventure schools, or schools kept for the profit of private persons. Of the 1,675,158 scholars in public schools 1,549,312 were in week-day schools supported by the various religious bodies; 43,098 were in Ragged, Philanthropic, Birkbeck, and factory schools; 47,748 in workhouse, reformatory, naval, and military schools; and about 35,000 in collegiate and the richer endowed schools. The religious bodies are therefore the chief supporters of education.

The number of scholars in Sunday schools in 1858 was 2,411,554, and in evening schools 80,966. Evening schools, although rapidly increasing in number, are as yet far too few. This fact is to be regretted when it is remembered that such schools are absolutely necessary to carry on the education of children who quit the week-day schools at an early age to meet the demands of what is commonly termed the "labour market." In fact, in a busy manufacturing and commercial country like England, it is hardly possible to overrate the importance of infant schools, which take up children early in life; and of evening schools, which carry on the education of the young after their attendance at the week-day schools has come to an end.

As far as the quantity of education is concerned we have little to complain of. The number of scholars under week-day instruction in schools is satisfactory. Their attendance, however, is exceedingly irregular. In the first place, the statistical report which the Commissioners have issued proves that of the total number at any one time on the registers of week-day schools the centesimal proportion attending daily is 76·1. In private week-day schools this proportion is 84·8; in evening schools only 67·6, and in Sunday schools 74·2. The annual amount of attendance in elementary public week-day schools is quite as unsatisfactory. The percentage of scholars on the registers who attended less than 50 days in the year was 17·4; who attended 50 and less than 100 days, 18·9; who attended 100 and less than 150 days, 20·9; who attended 150 to 200 days inclusive, 24·4; and above 200 days, 18·4. It follows therefore that the percentage of scholars in public as distinguished from private adventure week-day schools, who attended less than 100 days in the year, was 36·3. These percentages of attendance partly explain the fact that the great bulk of the scholars pass out of the elementary schools without an intelligent knowledge of their own language,—in short, without the power of reading intelligently; and when it is rememembered that during the last few years the teaching in schools for the poor has gradually become more ambitious in

character, and that the plain subjects,—reading, writing, and arithmetic,—have been too much undervalued and neglected, it can scarcely be a matter of surprise that education has not proved quite so potent an influence as its supporters at first expected might be the case.

If we regard the numerical progress of week-day education we have no reason to complain of what has been effected. The schools have done more than simply to keep pace with the increase of population. Lord Brougham's returns of 1818 showed that at that time the proportion of week-day scholars to the population was 1 to 17·25. Next came Lord Kerry's returns in 1833 (imperfect, no doubt, but still approximately correct,) which showed a proportion of 1 week-day scholar to 11·27 of the population. The returns of the census of 1851 gave a proportion of 1 to 8·36 of the population, and now those obtained by the Education Commission give a proportion of 1 scholar to every 7·7 of the estimated population of 1858. These proportions are indicative of steady progress in respect of popular education. They show that the quantity of education increases.

The statistical report of the Commission contains a table, in which are arranged side by side the percentages of scholars in the week-day schools and in the Sunday schools connected with the different religious denominations. This table brings out statistically the fact that all the religious denominations, except the Church of England and the Roman Catholics, show greater interest and activity in the establishment of Sunday schools than in the establishment of week-day schools.

It would seem that in the opinion of the Commission, the Sunday school is more potent than the week-day school in attaching the young to their respective congregations. For example, the Church of England, which has 76·2 per cent. of the week-day scholars educated by the religious bodies, has only 45·8 of the Sunday scholars; the Roman Catholics, who have 5·52 per cent. of the week-day scholars, have only 1·5 of the Sunday scholars. With these figures we may contrast the following:—The Wesleyan body (Old Connection) has only 3·91 of the week-day scholars (being the fourth in numerical order with respect to week-day schools,) but it has 19·0 per cent. of the Sunday scholars. Again, the Congregational body (*i. e.* the body of Independents) has only 2·1 per cent. of the week-day scholars, but 11·2 of the Sunday scholars. Again, the Baptists have only ·7 of the week-day scholars, but they have 6·7 per cent. of the Sunday scholars. The Primitive Methodists have ·09 only of the week-day scholars taught by the different religious bodies, but they have 5·7 per cent. of the Sunday scholars. The Methodist New Connexion has only ·1 of the week-day scholars, but 2·2 per cent. of the Sunday scholars. The United Methodist Free Churches have only ·08 of the week-day scholars, but as many as 2·6 per cent. of the Sunday scholars. There is a very considerable increase in the number of scholars on the registers of the Sunday schools belonging to the Primitive Methodists. When Mr. Horace Mann tabulated the returns from their schools he found the number of scholars to be 98,294. The more recent returns made to the Education Commission show that in the Primitive Methodists' Sunday schools there are 136,929 scholars. With respect to the Unitarian Sunday schools there seems to be a trifling decrease in the number of scholars as shown by the returns made from each school direct to the office of the Commission. In 1851 the Unitarian week-day schools contained 4,306 scholars; the returns tabulated by Mr. John Flint, registrar of the Commission, show a total of 4,088 scholars. In 1851 the Unitarian Sunday schools contained 15,279 scholars; the last returns give a total of 13,142 scholars.

A few facts respecting the private adventure week-day schools in England and Wales are deserving of attention. It might have been supposed that the impetus given to education in the public schools belonging to religious bodies would have been the means of reducing the number of scholars in private adventure schools; and there can be no doubt, after an inspection of a table in the last section of chapter 2 of Mr. Flint's statistical report, arranged to show the progress of education in agricultural, metropolitan, manufacturing, mining, and maritime districts in different parts of England and Wales, that in certain places the public schools have driven the private adventure schools out of the market. In other parts, however, the private adventure schools have not only held their ground, but the proportion of scholars in them has actually increased since 1851. On the whole, however, the proportion of scholars in private schools to the total number of week-day scholars remains much the same as it was in 1818, 1833, and 1851. It would seem that among our mechanics, small shopkeepers, and artisans, there is a strong feeling of independence and allowable pride which indisposes them to seek in public schools an education for their children, which is, to a great extent, eleemosynary. In ten specimen districts in various parts of England and Wales, comprising an eighth of the total population of the country, the percentage of scholars in private adventure week-day schools, as compared with the total number in week-day schools both public and private, was 35·1 in 1851, and 33·9 in 1858. Great care was taken by the Education Commission to obtain a complete return of every private as well as public school in the ten districts. The Assistant-Commissioners, either personally or by means of their clerks, assisted in many cases in filling up the forms. Every school was visited, and in town districts every street was traversed again and again. While this minute inquiry in the specimen districts was being carried on, a general statistical inquiry was made through the medium of the societies connected with education, through the religious bodies, and through the departments of the State. The special inquiry checked and completed the general inquiry. Returns of the fees paid in private schools charging less than £1 per quarter were obtained, and from these it appeared that in 20·76 per cent. of such schools, containing 17·69 of the scholars, the highest weekly fee was 2d. In 22·54 per cent. of the schools, containing 21·42 per cent. of the scholars, the highest weekly fee was 3d. In 13·06 of the schools, containing 14·55 of the scholars, the highest fee was 6d. per week. The commonest fee in private schools which charge less than £1 per quarter is 3d. As many as 20·4 per cent. of the teachers receive an annual income from their schools of only £12, only 13 per cent. receive an annual income of £25. The tables prove that a large proportion of such teachers must either add to their incomes in other ways, or that they are in a state little short of starvation. Widows, cripples, broken-down tradesmen, the infirm, and the consumptive, start small schools which appear this week, and the next are struck, like the Arab's tents, and disappear, to be immediately succeeded by others. In the metropolitan districts, especially, this change is constantly going on.

With respect to the teachers in public week-day schools, it appears that 66·5 have been teachers more than three years, and 33·5 less than three years; also that 40·5 have been trained in Normal Colleges, while 59·5 have not been trained.

The most elaborate tables in the report are those which relate to the income and expenditure of public week-day schools. The schools are classified, according to their character, as Church schools inspected and uninspected; British schools inspected and uninspected; Denominational schools inspected and uninspected, &c. The tables show what proportion of every £1 of income, also what proportion of income per scholar in average daily attendance, is derived from the Government grant, from school fees, from subscription, from endowments, and from other sources. In Church schools inspected by the Government, it appears that, exclusive of the Committee of Council's grants on account of pupil-teachers, the proportions of every £1 of income derived from various sources, are as follows:—4s. 6½d. from Government grant; 5s. 10½d. from school fees paid by the scholars; 5s. 3¾d. from subscriptions; 1s. 9½d. from endowments, and 2s. 5¾d. from other sources. In British inspected schools the proportion derived from school fees is 8s. 1d., and in British uninspected it is 9s. 11d. In the inspected schools belonging to the Dissenters the proportion derived from fees is 9s. 3½d., while in the same class of schools which are not inspected the proportion from fees is 12s. 1¾d.

The statistical Report consists of something less than 130 pages octavo, and forms Part VI. of the Commissioners' Report on the State of Popular Education in England and Wales. In addition to the general statistics relating to the number of schools and scholars in the country there are tables containing proportions and averages relating to almost every branch of the wide subject of popular education. The inquiry which the Education Commission set on foot in the ten specimen districts was much more favourable to the obtaining of minute statistics than a general inquiry like the census would have been. The Commissioners obtained their broad facts or general enumeration through the medium of Societies and State departments and the religious bodies, but for their more minute or detailed proportions and averages they depended upon the returns made to them in the specimen districts. The report mentions a fact which proves the accuracy of the two branches of the statistical inquiry, which is that while the returns obtained by the general inquiry show a proportion of 1 scholar in week-day schools in England and Wales to 7·7 of the estimated population of the whole country, those obtained in the specimen districts by the special inquiry show a proportion of 1 week-day scholar to 7·83 of the estimated population of those districts.

It remains to add that the Statistical Report which the Commissioners have caused to be prepared is written on the principle of blending explanations and tables. It is usual for statistical tables to follow the letter-press and to stand alone. In the report under notice the tables are connected by a slender thread of letter-press, which is intended to carry the attention of the reader forward, and to serve as a running commentary on the tables which it connects. The report, moreover, is divided into chapters and sections.—*London Times.*

2. A GOOD EDUCATIONAL MOVEMENT IN ENGLAND.

A movement, for a long time conducted privately, but now made more public by the announcement of a conference of its promoters, has been initiated in England. The object of the proposed conference is to bring to bear on government arguments which will lead to the grant of public money towards the education of children who are neither criminals nor paupers, but whose parents are either unwilling or unable to provide them with it, partly or wholly, at their own expense. The promoters of the movement first lay it down as an axiom that the state ought to furnish education to those who have no other means of obtaining it; they next point out that this is a duty practically recognized in the case of pauper and criminal children, and it is then claimed that "neglected and destitute" children in general have a right to participate in the same advantage. By way of enforcing these considerations on general attention, they undertake, at the forthcoming conference, to establish the following six points: First, that at present no part of the Parliamentary grant for education is available for the general class of neglected children; secondly, that this is a very numerous class; thirdly, that the operations of Ragged and Industrial Schools have already proved that an immense amount of good is capable of being done by the influence of education in this neglected field; fourthly, that such schools are unable, without public support, to deal with the evil effectually; fifthly, that the voluntary action of Christian benevolence is a necessary element in the working of such schools; and sixthly, that it is the duty of government, by the liberal grant of pecuniary aid, to promote the necessary development of the schools, and to enable others to be established, so that the urgent wants of society may be fulfilled.

3. EDUCATION IN FRANCE.

The Minister of Public Instruction, in his late report to the Emperor, says that the Central House erected into a School of Arts and Trades has numerous pupils, who, supported and clad at the expense of the state, not only learn different trades, but also pursue a complete course of reading and writing. The young, competent citizens who will successively leave this institution will worthily serve the interests of society.

Government wishes to found other schools of arts and trades in the principal towns of the republic, and already it has received the remainder of the apparatus of a foundry, and all the instruments for boring Artesian wells.

Primary instruction has made noteworthy progress; the schools founded in the rural sections, since the Revolution, gather together the youth of both sexes. Government proposes to make these schools agricultural. The work of the fields, which, in a few years, will be directed and executed by practical men, will produce important results. On the other hand, the government will fill with capable citizens the different rural offices; and those of the youth who will be called to serve the country in the ranks of the army will have, by their education, the sentiment of national honor and of duty.

Four National Lycées, 89 primary boys' schools, 21 primary girls' schools, 56 rural schools, a girls' boarding school for the higher branches of instruction, a naval school, a school of medicine, a school of jurisprudence, a school of music, a school of painting, instruct, at the expense of the state, in all the extent of the republic, 13,000 pupils. In private schools also there are a considerable number of young pupils of both sexes.

4. VICTOR EMMANUEL ON POPULAR EDUCATION.

The *Official Journal* at Naples contains the following letter from his Majesty to the Lieutenant General:—

"My Dear Farini,—On my arrival in this city I wished to be informed as to the condition and necessities of the least fortunate classes, and I was painfully affected on learning how little cared for have been the institutions for popular education. Instruction—the religious and civil education of the people—has been the constant thought of my reign. I know that by them the industry and the morality of the whole nation are increased. The liberal constitutions left by my father, and preserved by me, to be useful to all must be understood by all, and benefit all. I am persuaded that you will be the faithful interpreter of my intentions; but in the diffusion of popular education, which I have much at heart, I wish to concur personally. For these reasons I dispose that, from my private purse the sum of 200,000 Italian livres shall be taken and distributed for this work of beneficence to the mind and soul. In the employment of this sum you will bear in mind the advantages which may be derived in a large city from the establishment of infant schools. You will, moreover, give proper directions in the provinces for the study of the important subject of the education of the people. I desire that the representative of the Government, the municipal authorities, and associations of citizens, may be by your efforts encouraged and aided in the promotion of this work of Christian and civil progress, to which, both as men and rulers, we owe the most solicitious care. VICTOR EMMANUEL."

5. EDUCATION IN BRITISH COLUMBIA.

A reverend correspondent of the *Christian Guardian* writes from British Columbia as follows:—"Miss Woodman has continued her school since I last wrote. From this it will be discontinued till after the holidays; but the two young Chinamen, who were in attendance, come and receive lessons from Miss Woodman in the evenings. They are getting on well with their studies. Although there are not many children here, I regard it to be of vast importance to be forward in the work of education. We are trying to get some kind of a government system of instruction for this colony, and I shall exert what influence I can to have it modelled, as near as circumstances will allow, after the common school system of Upper Canada.

6. EDUCATION IN ALGONA.

Col. Prince, in a recent address to the Grand Jury, referred to the want of schools for the education of the children, a number of whom are seen in idleness about the streets in summer, whose only ambition appeared to be to gather berries in autumn, shoot small birds and squirrels with bow and arrow, or snare rabbits, growing up in ignorance, their parents, in the majority, no better educated than their children, therefore incapable of teaching them, exuberant of immorality and crime; and he requested that the inhabitants should unite to organize a school, especially as there was a commodious school house in course of erection, by the voluntary contributions of the inhabitants, and said he was willing to give the movement his hearty co-operation.

7. EDUCATION IN THE STATE OF NEW YORK.

The Governor in his late message to the Legislature, says:—

"Our Educational system is justly the pride of the Commonwealth. Granting to all a thorough course of common school instruction, New York fully recognizes the duty of the state to educate her children. Depending for their stability and perpetuity, as do our institutions, and the safety of life and property upon the intelligence and moral worth of the people, it becomes a matter of the first importance to retain, unimpaired, so far as may be, the plan which thus far has been productive of such inestimable benefits. The provisions of our laws as they affect the school system are generally approved, and should not be lightly disturbed. It is bad to commit errors in financial and political policy, but infinitely worse to do so in matters pertaining to the education and future happiness of our children. Although heavily taxed, our people show no disposition to avoid assessments for the support of schools, and it may be remarked as an evidence of their liberality, that more than thirteen hundred thousand dollars are paid out of the public treasury annually for this purpose. The Superintendent of Public Instruction, who, in the discharge of his duty has visited nearly every portion of the state, will submit to you in his annual report many interesting facts and conclusions respecting the workings of the system; and that in the improved style of school houses, the qualifications of teachers and the general improvement in other respects, we have proof that these educational advantages are appreciated by the people.

The academies of the state, under the supervision of the Regents of the University, are in a condition of advancing prosperity. Their reports for the last year show an increase in the number of pupils over those of the preceding year, and an advance in the course of instruction. They furnish an education well adapted to the practical purposes of life, and provide especially for the rural districts, a large portion of the teachers of the common schools.

The colleges, in all that contributes to the highest classical and scientific education, have attained a high position, thus relieving our citizens from the necessity of sending their sons to the institutions of other states."

8. THE PUBLIC SCHOOLS IN THE CITY OF NEW YORK.

The annual report of the City Superintendent of public schools shows that there are in the city of New York fifty-one Grammar Schools for boys, fifty for girls, fifty Primary Departments, and forty Primary Schools; Free Academy for boys; three Normal Schools—one for female teachers, one for male, and one for colored teachers of both sexes; twenty-three Evening Schools for males, twenty for females, and two for colored persons, male and female; and ten Corporate Schools, sharing in the distribution of public money.

The whole number of the teachers in the several schools, under the jurisdiction of the board, is 1548, of whom 1368 are females, and 180 males. Of this number 173 hold state certificates of qualification, 27 are graduates of the State Normal Schools, and the remainder hold certificates from this department.

The whole number of pupils in these several institutions (exclusive of the Normal Schools) on the first day of October last, was 165,226, viz :

Free Academy	820
Boys' Grammar Schools	25,532
Girls' do do	20,670
Primary Departments	66,429
Primary Schools	26,917
Colored Schools	2,291
Evening Schools	15,567
Corporate Schools	7,000
Total	165,226

Being an increase of 3,398 over the number under instruction during the preceding year.

Of this number, 35,957 have attended school during the entire school year ; 17,940 for eight months, and less than ten ; 19,364 for six months, and less than eight ; 29,008 for four months, and less than six ; 29,672 for two months, and less than four ; and 32,664 for a period less than two months.

The finance committee have reported the following statement of the expenses of the Public School Department for the past year :—

Balance due over appropriations for 1859	$31,111 74
School fund for 1860	1,278,781 00
Total amount available for 1860	$1,247,660 26

EXPENSES FOR 1860.

For teachers and janitors in Ward Schools	$703,928 70
Support of the Free Academy	47,728 53
Repairs to Free Academy	752 97
Support of Normal Schools	8,427 81
Support of Evening Schools	68,042 00
Repairs through the "Shop"	10,335 43
Supplies for Ward Schools through the Depository	64,350 31
Rent of School premises	18,278 80
Salaries of Officers and Clerks of Board of Education	25,734 60
Incidental expenses of the Board	15,995 04
Apportionment to Corporate Schools	29,296 37
Amount apportioned for special purposes, including erection of school houses, repairs, &c.	164,979 91
For pianos in Ward Schools	10,009 00
Total	$1,261,619 78

9. EXTRACT FROM THE ANNUAL APPROPRIATION BILL OF THE STATE OF NEW YORK.

Educational Items.

For the Common Schools	$155.000
Dividends to Common Schools from U. S. Deposit Fund	165.000
Amount to be added to Capital of Common School Fund.	250.000
State Normal School	120.000
Support of Indian Schools	.400
Support of Teachers' Institutes	8.000
Instruction of School Teachers	18.000
Dividend to Academies from United States Deposit Fund.	28.000
Dividends of Literature Fund to Academies	12.000
Keeper of Hall of Natural History	.700
Secretary to Regents of the University	2.000
James Hall, Palæontologist	1.000
Repairs, &c., State Cabinet Natural History	1.500
Increase and Preservation of do do	.800
Purchase of Books for State Library	2.000
Binding do do	1.200
Expenses for do	1.250
Do of Librarians in do	4.000
State and International Exchanges by University Regents	
Stationery, &c., for Regents of University	1.000
Levi E. Backus, for furnishing "Radii" to the deaf and dumb	.300
Institution for the deaf and dumb, for the support of 250 pupils, one year	37.500
Institution for the deaf and dumb, to enable it to pay interest on indebtedness	13.356
Text-Books, &c., for Academies	2.500
Brooklyn Industrial Schools	5.000

II. Papers on Practical Education.

1. VOICE FROM THE SCHOOL HOUSE ON IRREGULAR ATTENDANCE.

In every country education—the thorough practical training and instruction of the masses of the community—must always form one of the great bulwarks of national strength, and one of the surest and most indispensable guarantees of national prosperity. Hence the necessity for systems of public instruction—hence the Herculean efforts which have been made by the intellectually powerful, and the disinterestedly philanthropic of mankind, in various ages and nations, for the accomplishment of this great and glorious end.

But imperfection is, more or less, stamped on everything human. The educational machinery of a country must, necessarily in some of its parts, partake more or less of this imperfection ; and just in proportion to the extent of such imperfection will the usefulness of any educational system be lessened, its progress retarded, and its end defeated.

Calmly, deliberately, and advisedly, I give it as my opinion that no one other anti-progressive agent exercises so pernicious and clogging an influence on the educational growth and prosperity of Canada as irregular attendance of children in school. I dare not, Mr. Editor, trespass too much upon your space, and so abuse your kindness ; else I could produce proofs the most convincing of the soundness of this opinion. Parents and guardians to whom this may come ! I claim your earnest and serious attention to this matter ; upon you devolves the responsiblity of removing this evil. Allow me briefly to state some of its pernicious consequences and concomitants.

1. It retards the progress of the pupil. The course of instruction is such that the loss of one lesson is a serious injury to the scholar in his whole subsequent progress. Irregular attendance has a natural, necessary, and certain tendency, more or less completely to nullify and destroy all progress, and to awaken and perpetuate a thorough detestation of school and study.

2. It retards the progress of the other scholars. The arrangement and classification of pupils and the methods of instruction are such that bad attendance has a very sensible effect on the progress of those who attend regularly. This is one of its worst features.

3. It introduces confusion and disorder into the school. No teacher can by any possibility maintain good order in a school where the attendance is very irregular.

4. It has a most distressing effect on the teacher. It defeats his cherished plans for the good of his pupils ; it weakens his energy, damps his enthusiasm, and chills his ardour ; and subjects him to the mortification of labouring in vain, and spending his strength for naught. It is well calculated to induce habits of indolence and carelessness. And all this has, and must have, a reactionary effect on the progress and condition of the school. I speak of the faithful and devoted teacher ; the mammon worshipper may be sufficiently careless and indifferent.

5. It induces habits of tardiness and irregularity. And these habits are likely to continue with the pupil through life. Much more might be added, but I must be short.

Parents and guardians ! I again ask you whether as parents, as patriots, or as citizens, is it not your duty to rouse yourselves in the spirit of men, fully impressed with the importance of thoroughly training and educating the rising generation, and using your utmost efforts to remove this evil ! To the guilty only do I speak : those who do their duty may justly claim acquittal. Various excuses are advanced by parents in extenuation ; but I am satisfied that a spirit of proper earnestness and zeal in the cause of education, would bury the greater majority of these excuses in the ignominy they deserve.

Parents and guardians ! I would ask you to consider the injury you do to your children. On you devolves a serious and solemn responsibility ; and, though you may fail to meet it, you cannot possibly shake it off. It is only when the children of the present will come to be the men and women of another generation, that the full extent of the evil will be known and felt ; and then will your children visit you with severest censure, for depriving them of the priceless treasure of a good education. Consider the injustice you do your teacher. You nullify his best efforts, and make his success impossible. You vastly increase his troubles, and deprive him of a great part of the pleasures of his vocation.

A voice from the teachers of Middlesex—of Canada—of America—from advancing civilization—from increasing enlightenment—from your children—from the very heart of patriotism—and from the wrongs of a future generation—calls upon you to do your duty ! Will you be found wanting ?—*Free Press.*

ARDENS.

2. EXAMINATION PAPER ON SCHOOL MANAGEMENT.

Write the first line of your first answer as a specimen of copy setting in LARGE HAND, and the first line of your second answer as a specimen of copy setting in SMALL HAND.

1. In teaching to read, what are the respective advantages of the Phonic method, and the Look-and-say method?

2. What are the chief faults to be noticed in articulation? State how you would correct each.

3. What method would you adopt with your first class to secure a proper emphasis and expression? Would learning by heart assist or not?

4. How do you intend to teach spelling?

5. Will an acquaintance with the derivation of words assist correct spelling? How should derivations be introduced at first?

6. What are the errors into which a Pupil-teacher would be apt to fall, in questioning children on the meaning of words? Write out directions to warn him of them, and suggest the best method.

7. What are the faults in writing to which you would give most attention? Suppose you are giving a Pupil-teacher directions.

8. What method would you adopt to secure straight writing in books which are not ruled?

9. How would you arrange a lesson on numeration for children who are to begin arithmetic?

10. How would you teach the multiplication table?

11. At what stage of children's progress in arithmetic would you begin mental arithmetic? Or would you teach mental arithmetic before they used slates? Give your reasons.

12. In a country school, where the children are very young, what subjects would you teach? in what order? and what books and apparatus would you require?

3. COMPETITION IN EDUCATION.

Competition is like camomile, the more you tread it, the more you spread it; and like camomile, its appetite-creating qualities are acknowledged even by those to whose taste it is most disagreeable.

Competition is no new element in civilization. It is coeval with the fall of man, or to use a colloquial phrase, it is "as old as Adam." The great Serpent proved the subtlety of his knowledge of human nature when he alluringly said, "Ye shall be as gods, knowing good and evil." The principle of competition, whether recognised as emulation or rivalry, or any other cognate influence, appears to be nheirent in man. It developes itself in every age, in every clime, in every phase of human existence. In proportion to its development is the rapidity of the march of intellect. Our children's children will probably date a new period in arts and sciences from the era of the great Exhibition of 1851. We are but climbing circuitously and slowly the lofty mountain, from the summit of which their survey will be taken. On nothing has competition had greater and more decided influence than on EDUCATION, in the conventional sense of the term, because we attribute every advance in civilization primarily to education.

Educationists in all ages have recognised the advantages of competition, and the more they have evoked it, the more successful have been their efforts. But never, perhaps, has competition been more vigorously encouraged as an auxiliary to education than at the present time. It is a primary element in all our educational institutions. Its practical utility is demonstrated in our Universities, and in our ragged Schools. Its influence in the education of the masses has been incalculable.—*English Journal of Education.*

4. MORAL EDUCATION OF CHILDREN.

At present, mothers and fathers are mostly considered by their offspring as friend-enemies. Determined as their impressions are by the treatment they receive; and oscillating as that treatment does between bribery and thwarting, between petting and scolding, between gentleness and castigation; children necessarily acquire conflicting beliefs respecting the parental character. A mother commonly thinks it quite sufficient to tell her little boy she is his best friend; and assuming that he is in duty bound to believe her concludes that he will forthwith do so. "It is all for your good;" "I know what is proper for you better than you do yourself;" "you "are not old enough to understand it now, but when you grow up "you will thank me for doing what I do;"—these and like assertions are daily reiterated. Meanwhile the boy is daily suffering positive penalties; and is hourly forbidden to do this, that and the other, which he was anxious to do. By words he hears that his happiness is the end in view; but from accompanying deeds, he habitually receives more or less pain. Utterly incompetent as he is to understand that future which his mother has in view, or how this treatment conduces to the happiness of that future, he judges by results as he feels; and finding these results anything but pleasurable, he becomes sceptical respecting those professions of friendship. And is it not folly to expect any other issue? Must not the child judge by such evidence as he has got? and does not this evidence seem to warrant his conclusion? The mother would reason in just the same way if similarly placed. If, in the circle of her acquaintances, she found some one who was constantly thwarting her wishes, uttering sharp reprimands, and occasionally inflicting actual penalties on her, she would pay but little attention to any professions of anxiety for her welfare which accompanied these acts. Why then does she suppose that her boy will conclude otherwise? But how different will be the result if the system we contend for be consistently pursued—if the mother not only avoids becoming the instrument of punishment; but plays the part of a friend, by warning her boy of the punishments which nature will inflict. * * * In brief, the truth is that savageness begets savageness, and gentleness begets gentleness. Children who are unsympathetically treated become relatively unsympathetic; whereas treating them with due fellow-feeling is a means of cultivating their fellow-feeling. With family governments as with political ones, a harsh despotism itself generates a great part of the crimes it has to repress; while conversely a mild and liberal rule not only avoids many causes of dissension, but so ameliorates the tone of feeling as to diminish the tendency to transgression.

III. Education and Customs of the Past.

1. A SCHOOLMASTER'S DUTIES IN 1682.

The schoolmaster of the town of Fflackbush (Flatbush, L. I.,) had arduous duties to perform in addition to "teaching the young idea how to shoot." The following is a copy of a contract made with the pedagogue at that time. The orthography remains unchanged:—

Art. 1. The school shall begin att 8 o'clock and go outt att 11; shall begin again att 1 o'clock and ende att 4. The bell shall bee rung beefore the school begins.

Art. 2. When school opens, one of the children shall reade the morning prayer as itt stands inn the catechism, and close with the prayer beefore dinner; and inn the afternoon the same. The evening school shall begin with the Lord's prayer and close by singing a psalm.

Art. 3. Hee shall instruct the children inn the common prayers and the questions and answers off the catechism on Wednesdays and Saturdays, too enable them too say them better on Sunday inn the church.

Art. 4. Hee shall bee bound too keep his school nine months in succession, from September to June, one year with another, and shall always bee present himself.

Art. 5. Hee shall bee chorister off the church; ring the bell three tymes beefore service, and reade a chapter off the Bible inn the church between the second and third ringinge off the bell; after the third ringinge he shall reade the ten commandments and the twelve articles off ffaith and then sett the psalm. Inn the afternoon after the third ringinge off the bell hee shall reade a short chapter or one off the psalms off David as the congregatione are assemblinge; afterwards hee shall again sett the psalm.

Art. 6. When the minister shall preach at Broockland or Utrecht hee shall bee bounde too reade twice beefore the congregatione from the booke used ffor the purpose. Hee shall heare the children recite the questions and answers off the catechism on Sunday and instruct them.

Art. 7. Hee shall provide a basin off water ffor the baptism, ffor which hee shall receive twelve stuyvers inn Wampum ffor every baptism from parents or sponsers. Hee shall furnish bread and wine ffor communion att the charge off the church. Hee shall also serve as messenger ffor the consistories.

Art. 8. Hee shall give the funerale invitations and toll the bell; and ffor which he shall receive ffor persons off fifteen years off age and upwards twelve guilders; and ffor persons under fifteen, eight guilders; and iff hee shall cross the river to New York hee shall have four guilders more.

The compensation of the schoolmaster was as follows:—

1. Hee shall receive ffor a speller or reader three guilders a quarter; and ffor a writer ffour guilders ffor the daye school.

Inn the evening ffour guilders ffor a speller or reader, and five guilders ffor a writer per quarter.

2. The residue off his salary shall bee ffour hundred guilders in wheat (off Wampum value) deliverable at Broockland Fferry, with the dwellings, pasturage and meadowe appurtainenge too the school.

Done and agreede on inn consistorie inn the presence off the Honourable Constable and Overseers, this 8th daye off October, 1682.

Constable and Overseers.	*The Consistorie.*
Corneilius Berrian,	Adriaen Ryerse,
Ryniere Aertsen,	Corneilius Barent Vanderwyck.
Jan Remsen,	Casparus Vanzuren, Minister,

I agree to the above articles and promise to observe them.

JOHANNES VAN ECHKELLEN.

2. THE OLD AND THE NEW SCHOOLMASTER.

Charles Lamb, in one of the inimitable *Essays of Elia*, contrasts, with his quaint and quiet humor, the old race of schoolmasters, even in his days fast passing away, with the new race who were gradually displacing them. Those who are familiar with Lamb's writings (and teachers should, if possible, read the "Sketch of his Life," and his "Letters," edited by the late Sir Thomas Noon Talfourd,) can well understand how *Elia* clung to old memories of the fading race. They will remember how he describes that in one of his daily jaunts between Bishopsgate and Slackwell the coach stopped to take up a staid-looking gentleman on the wrong side of thirty, and how this gentleman proved to be one of the new race of pedagogues, who confounded him by asking questions on all sorts of subjects,—"prize cattle," "cotton," "the value of the rental of all the retail shops in London," "the North Pole Expedition," *cum multis aliis;* and how ignorant Elia proved to be respecting such matters. They will also call to mind Elia's remarks respecting the new race. "The modern schoolmaster," he says, "is expected to know a little of everything, because his pupil is required not to be entirely ignorant of anything. He must be superficially, if I may so say, omniscient. He is to know something of pneumatics, of chemistry, of whatever is curious or proper to excite the attention of the youthful mind; an insight into mechanics is desirable, with a touch of statistics, the quality of soils, &c., botany, and the constitution of the country." No doubt Elia is right. Society has certainly laid a heavy burden upon the shoulders of the new race of teachers, whether for good or for evil we do not pretend to determine. When we consider the strange collection of information on all subjects which the new schoolmaster is required to possess, "the valuable assortment of goods of the newest patterns" which he is obliged to bring to market, we are half inclined to say it is really wonderful "that one small head could carry all he" knows.—*National Society's Monthly Paper.*

3. SUMMARY OF THE CONNECTICUT BLUE LAWS.

The famous blue code of Connecticut is thus given in abstract by a contemporary:—

No Quaker or dissenter from the established worship of the dominion shall be allowed to give a vote for the election of magistrates, or any officer.

No food or lodging shall be afforded to a Quaker, Adamite, or heretic.

If any person turns a Quaker, he shall be banished, and not suffered to return upon the pain of death.

No priests shall abide in the dominion; priests may be seized by any without a warrant.

No man to cross a river with but an authorized ferryman.

No man shall run on the Sabbath day, or walk in his garden or elsewhere, except reverently to and from meeting.

No one shall travel, cook victuals, make beds, sweep house, or shave on the Sabbath day.

No woman shall kiss her child on the Sabbath or fasting day.

The Sabbath shall begin at sunset on Saturday night.

To pick an ear of corn in a neighbor's garden shall be deemed theft.

A person accused of trespass in the night shall be judged guilty unless he clears himself by oath.

No one shall buy or sell lands without permission of the selectmen.

When it appears that an accused has confederates, and he refuses to discover them, he may be racked.

A drunkard shall have a master appointed by the selectmen, who are to debar him the liberty of buying and selling.

Whoever shall publish a lie to the prejudice of his neighbor, shall sit in the stocks and be whipped fifteen stripes.

No minister can keep a school.

Man-stealers shall suffer death.

Whoever wears clothes trimmed with gold or bone lace, above two shillings by the yard, shall be presented by the grand jurors, and the selectmen shall tax the offender at £300 estate.

A debtor in prison, swearing he has no estate, shall be let out and sold to make satisfaction.

Whoever sets fire in the woods and burns a house, shall suffer death; and persons suspected of this crime shall be imprisoned without benefit to bail.

Whoever brings cards or dice into the dominion, shall pay a fine of $5.

No one shall read common prayer, keep Christmas or Saint's day, make mince pies, dance, play cards, or play on any instrument of music, except the drum, trumpet, and jews-harp.

No gospel minister shall join the people in marriage; the magistrates only shall join in marriage, as they only may do it with much less scandal to Christ's Church.

When the parents refuse their children convenient marriage, the magistrates shall determine the point.

The selectmen, on finding children ignorant, may take them away from their parents, and put them in better hands, at the expense of their parents.

A man that strikes his wife shall be imprisoned as the court directs.

A wife shall be deemed good evidence against her husband.

Married persons must live together or be imprisoned.

No man shall court a maid in person or by letter, without first obtaining the consent of the parents; £5 penalty for the first offence, £10 for the second, and for the third, imprisonment during the pleasure of the court.

Every male shall have his hair cut according to cap.

4. ENGLISH VILLAGE SCHOOLS—PAST AND PRESENT.

The normal aspect of a village school used then to be, an aged crone in the chimney corner, spectacles on nose, and rod in hand; a loutish boy crowned with a fool's cap, within by her side; a class of trembling dunces before her, endeavouring to shirk unchastised through lessons which they were as unapt to learn as their mistress was to teach; and, in the back ground, the body of the school, ignorant, rude, dirty, and of evil savor; just such a brutal and unpromising brood as the incapable old hen who presided over them might be expected to rear. In the present year of our Lord 1860, a village, nay, a work-house school, in any district of England, presents a very different, and much pleasanter sight. Order, cleanliness, and intelligence now predominate; the active and experienced teachers—young men and women in the prime of life, carefully trained to teach—understand the duties thoroughly, and are proud of their success in discharging them. Punishments are now rare, and never cruel; the children have a happy and cultivated look, and the result of this improved system of school teaching obtrudes itself gratefully on the eye and ear of the visitor in well-written copies and careful drawings, in distinctly enunciated reading, in harmonious singing, and arithmetical calculations of surprising accuracy and rapidity—*Cornhill Magazine.*

5. PENALTIES FOR NEGLECT OF EDUCATION IN SWITZERLAND.

Parents in Switzerland who do not "train their children in the way they should go," are placed upon a stone in a conspicuous place with a rod in the right hand; and formerly, every one who passed was at liberty to use it on their backs. So late as 1855, a father and mother were obliged to sit on this stone, with a paper fastened to them in front, on which was written, "Duty-forgetting Parents."

IV. Papers on Tobacco in Schools, &c.

1. TOBACCO IN CAMP AND COLLEGE.

The deepening conviction that the habitual use of tobacco is a source of physical and mental degeneration, has steadily obtained a firmer hold of the public mind since the thorough exposition of the opinions of the medical profession in the columns of this journal. To that discussion the late manifesto of Sir Benjamin Brodie must be considered as a supplement, affording an authoritative sanction to the conclusions at which we arrived in summing up the debate. In this country of free discussion and free action, the changes wrought by conviction are worked out slowly and spontaneously by individual process of resolve. Across the channel, where "*Facta, non verba*" is the rule of the empire, the opinions elicited by the great English controversy have borne fruit in deeds. It will be remembered that certain statistical results have been obtained at the Ecole Polytechnique and other public schools and colleges, attesting that the smokers were also the dunces, and that the intellectual as well as the physical development of the students was checked by the use of tobacco.

The Minister of Public Instruction has published a circular, addressed to the directors of colleges and schools in France, forbidding the use of tobacco and segars by the students. It is said that the physical as well as the intellectual development of many youths has been checked by the immoderate use of tobacco. As Paris alone contains 29,000 pupils, the edict applies to a large population. It would be well could the authorities of the English colleges and universities decree the same abstinence for all students, in residence or otherwise under control. There are two classes of men in England who at this moment are addicted to frightful excess in tobacco smoking, and suffer the evil consequences in depression, debility, hebetude and nervousness. These are students at college, and officers in barrack, garrison, and camp. The latter especially, smoke incessantly, beginning early in the day and continuing till night has fallen. The dulness of barrack life, which incites to the excess, is deepened by the habitual depression which tobacco in the end produces. The depressed and debilitated condition of numbers of these young men, who, from such depots as the camp at Aldershott, visit London, has long been the subject of observation among the surgeons who are called to treat their complaints, and have the opportunity of comparing their nervous force with the standard of civil life. Nowhere are the evils of tobacco smoking more rampant than in the camp and the college. Is it impossible that higher authority should intervene to ameliorate their condition?—*The Lancet.*

2. EFFECT OF SMOKING ON THE INTELLECT.

In the September number of the London *Pharmaceutic Journal* for 1860, it is stated that, on dividing the pupils of the Polytechnic School of Paris into smokers and non-smokers, it is shown that the smokers have proved themselves, in the various competitive examinations, far inferior to the others. Not only in the examinations on entering the schools are the smokers of a lower rank, but in the various ordeals they have to pass through in a year, the average rank of the smokers has constantly fallen, and not inconsiderably, when the men who did not smoke enjoyed a cerebral atmosphere of the clearest kind.

3. THE HON. J. Q. ADAMS ON TOBACCO.

John Quincy Adams asserted that the "abandonment of tobacco would add five years to the average of human life."

4. RESTRICTIVE LEGACY TO AN ACADEMY

At the recent examination of Exeter (N. H.) Academy, a letter was read from J. L. Sibley, of Cambridge, announcing a legacy of $200 by his father, Jonathan Sibley, Esq., recently deceased. This money is to be distributed in aid of poor students, but to such only as abstain from the use of opium, tobacco, and strong drink.

5. ANTIDOTE TO ALCOHOL.

The acetate of ammonia has hitherto been the best known antidote to alcohol. But a physician of Dantzic, Dr. Beck, has discovered a still more effective counter-poison, the composition of which has not yet been made public. It is administered as a mineral paste, enclosed in an olive, and at once destroys not only the immediate effects, but the disastrous effects of inebriety. A drunken Pole, upon whom experiments were made, swallowed successively three of the prepared olives and three bottles of brandy, after which he did not exhibit the slightest trace of intoxication, and showed no signs of sickness.

6. NAMES OF VARIOUS KINDS OF TEAS.

"Hyson" means "before the rain," or "flourishing spring"—that is, early in the spring. Hence it is often called "Young Hyson." "Hyson Skin" is composed of the refuse of the other kinds, the native terms for which means "tea skins." Refuse of a still coarser description, containing many stems, is called "tea bones." "Bohea" is the name of the hill in the region where it is collected. "Pekoe," or "Pecco," means "white hairs"—the down on the tender leaves. "Powchong"—"folded plant." "Souchong"—"small plant" "Twankay" is the name of a small stream in the province where it is bought. "Congo" is from a term signifying "labor," from the care required in its preparation.

7. GOOD AND EVIL EFFECTS OF TEA.

Statistics go to prove that tea is used more or less by one-half of the human race—500,000,000 of people. Theine is the peculiar organic principle which gives tea its value. Taken in small quantities tea is healthful; but the extract of one ounce taken per day, by one person, produces a trembling in the limbs and wandering of the mind.

V. Papers on Colonial Subjects.

1. DESCRIPTION OF THE CANADIAN SHORE ON LAKE SUPERIOR.

From Mr. W. H. Palmer's letters to the Editor of the Toronto *Leader*, we select the following information in regard to the North or copper mining shore of Lake Superior:—"Our land is generally hilly, and much of it rocky and unfit for cultivation. But then, as in most mountain lands, we have the most beautiful valleys, rich alluvial plateaus, and sloping hill sides. We have also some very fine prairie land. Only a few days ago, when out on one of my exploring trips, I found a prairie of not less than 20 square miles, or 12,800 acres, the most beautifully situated of anything I have ever seen, (although well acquainted with the prairies of the West.) The land is perfectly dry and level, naturally drained by little rivulets running through it, and emptying into a fine river, navigable for large boats, sweeping along in graceful curves through its centre. The whole of this noble expanse is encircled by rocky hills rich in minerals. On one single bluff, during one short forenoon's operation, I found silver and lead. In wending my way through the waving sward of wild grass (chiefly blue joint) varied here and there by clumps of trees, giving it the appearance of an immense English park, I thought what a place this would be to run the steam plow over! A farmer, with sufficient capital to start that great engine of modern improvement, might in one year get a farm of 1,000 acres under crop; and a mining company with a moderate capital, going to work amongst the metaliguous rocks in the neighborhood, would open at once a market for the farmer's produce. And this is just the epitome of our country here. The miner will support the farmer, and the farmer will support the miner; and thus by a friendly interchange of mutual support we shall make a great country of it. Frequent enquiries, too, are made about the degree of cold particularly here in winter. A notion seems to obtain down the country, that a man cannot show his nose out of doors here without getting frostbitten. That, however, is a great mistake. I know all Canada from the Gulf of the St. Lawrence to the head of Lake Superior, and the States from Maine to Missouri; I have wintered in almost every part of these countries, and I must in candor say that our winter here is no worse than in other places. Indeed, I have seen more people frozen to death, and more hands and feet and noses frost-bitten on the prairies of Wisconsin and Illinois in one winter than I have ever heard of here in 15 years. The ground here never freezes. The snow begins to fall in November, and covering the earth like a great white blanket, to a considerable depth, completely excludes the frost; until about the beginning of April, when the genial warmth of returning spring thaws off the wintry covering, and nature once more shows her smiling face. Whenever we clear off the snows here, in winter, we find the ground soft, the grass green, and everything in a most healthy condition. But whether winter wheat might not mildew under such conditions is a question for old farmers to answer. But, for the various crops of spring wheat, barley, rye, oats, and all sorts of root crops, I can say (from 15 years residence on the River St. Mary) that I know of no better country. Our grasses, too, are of the best and sweetest quality, and the beef and mutton fed upon them are correspondingly tender and nutritious. Diseases amongst cattle are unknown here. I have never seen an unsound liver amongst cattle or sheep raised in this place; although I have sometimes had over one hundred head of them on my farm, on Sugar Island. The only set-off against all this is, that we have to feed them on winter fodder about a month longer than they do in the more southern districts of Canada and Michigan. Our winters are hard, dry, and steady; very much like those at Montreal. We know that winter is coming; we prepare for it, and find it on the whole the pleasantest part of the year; and, when it breaks up, on the approach of spring, we are generally wishing for a little more sleighing. Of copper mining I may say that in 1859, the shipments were 7,000 tons; and this present summer of 1860, will, in a few weeks more, see 150,000 tons of iron passed through the locks of the canal, and 7,000 tons of the finest copper in the world, rich in silver. The total value of these exports may be roughly estimated at $12,000,000. A wonderful contrast to the export trade of the same region fourteen years ago, which might be set down at:—furs and peltries, $2,000; lake fish, $2,000, both which items amount to as much now as then; whilst the trade in metals alone gives us in one year twelve millions. And yet, I reiterate boldly what I have so often said before, that the *North Shore is the richer of the two*; the metalliferous ranges on the Michigan side of the lake being, geologically speaking, only a spur thrown out from the immense mountain masses on the Canada side.

2. HISTORY OF THE BRITISH UNITED EMPIRE LOYALISTS OF AMERICA.

Circular from the Rev. Dr. Ryerson to the Descendants of the British United Empire Loyalists of America.

The object of this Circular is to solicit from the descendants of the "United Empire Loyalists," and other first Settlers of Upper Canada, any Documents, Journals, Letters, or other Papers which may relate to the Lives and Adventures of their forefathers and of their settlement in Canada, or any facts or information which may afford materials for a history of the venerated founders of our country. The same request is made of the descendants of the United Empire Loyalists in Nova Scotia, New Brunswick, and other parts of America. The documents, &c., to be sent at my expense; and they will be returned if desired.

The first settlers of these Provinces preferred British connexion and government to any other, though they were not all what are technically termed "United Empire Loyalists;" that is, those who had actively supported the unity of the Empire during the revolt and secession of the old American Colonies, now the United (or rather divided) States. Those United Empire Loyalists were the losing party in the contest, which led to their settlement in Nova Scotia, New Brunswick, and Canada. The unsuccessful parties in such contests always appear to disadvantage, and especially when the only histories of them are written by their adversaries. American histoires have done great injustice to the motives, principles, and character of our Loyalist forefathers; and no English history of them has been written. They were a noble race of men—in few respects inferior, and in several respects superior, to the lauded Pilgrim Fathers of New England. Their antecedents, their sacrifices, their courage, their chivalry, their enterprise, their perseverance, and their lofty patriotism, claim for them —at the hands of some of their sons—a faithful history and rightful vindication. The same remark applies to Lower Canada from its first connexion with the British Crown. Canada, Nova Scotia, and New Brunswick have many reasons to be proud of their parentage, whose characteristics and merits should be pourtrayed for the grateful contemplation of posterity.

In the absence of other contributions of the kind,—in accordance with many requests, and after too long a delay,—I purpose to attempt a "History of the British United Empire Loyalists of America," preceding it with some account of the government of the old British American Colonies, their transatlantic relations and disputes; and following it, as time may permit, with a "History of Canada," embracing its Aboriginal Tribes; the growth of its Settlements and Institutions; its deeds in the War of 1812; its Religious persuasions and Public Men; its Municipal and Educational Institutions; the nature and defects of its early Government; the origin and establishment of its system of Responsible Government and its working, as compared with that of the United States and Great Britain; the various elements which enter into the composition of its Society; and the influences—national, religious, political, and social—which contribute to form and develope its character of Canadian Nationality and progressive Civilization.

The History of the United Empire Loyalists will be included in Two Volumes; that of Canada, in not less than two more.

E. RYERSON.

P.S.—The foregoing circular was partly written two years since; but I have, from various causes, deferred printing it until the present time. Some idea of the scope and character of the proposed work may be formed from the following summary-outline of it:—

CHAP.

I. Discoveries and Explorations of the Atlantic Coasts of America, and information in England as to its Climate and Productions, down to 1620.

II. Motives and Character of its Settlements, from 1585 to 1630.

III. Government of the Colonies, from 1606 to the end of the Cromwell Protectorate in England, 1660.

IV. Their Government, from Charles II. 1660, to the English Revolution, 1688.

V. Their Government, from the Accession of William and Mary, 1689, to the Peace of Paris (after the Conquest of Canada), 1763.

VI. Relations of the Colonies (especially those of Massachusetts) to England: (1) From their first Settlement to the end of the Cromwell Protectorate, 1660; (2) From the Accession of Charles II. 1660, to the death of William III. 1702; (3) From the Accession of Queen Anne, 1702, to the Peace of Paris, 1678.

VII. Origin and nature of the disputes between Great Britian and the Colonies: (1) From 1763 to 1770; (2) From 1770 to the Declaration of Independence, 1776.

VIII. United Empire Loyalists, as distinct from the Secessionists:

1. How far they agreed with the Secessionists.
2. Their satisfaction with the concessions of the British Government.
3. Principles, character, and numbers of the Secessionists.
4. Principles, character, and numbers of the Loyalists.
5. Conduct of the Secessionists and Loyalists towards each other, compared.
6. Sacrifices and conduct of the Loyalists during the Revolutionary War.
7. Their circumstances and treatment after the Revolutionary War.
8. Their settlement in Nova Scotia, New Brunswick, and Canada.

IX. Climate, Soil, and Government of Upper Canada; Character, Enterprise, Privations, and Hardships of the first Settlers, &c. &c. &c.

E. R.

Toronto, May, 1861.

---

3. THE RESOURCES OF PRINCE EDWARD ISLAND.

We have always contended that as an Agricultural country Prince Edward Island is superior to any other portion of British North America. Professor Johnston, who surveyed New Brunswick with a view of ascertaining its true character as an agricultural country, after giving figures, reported that "In the capability of growing all the common crops on which man and beast mainly depend, it would appear from a comparison of the above numbers, that the whole province of New Brunswick, taken together, exceeds even the favored Genessee Valley, and the Southern shores of Lake Ontario." He also says—"We seem therefore to be driven to a conclusion, that as a farming country, New Brunswick, as a whole, is superior to New York as a whole."

New Brunswick, in 1851, with 643,954 acres of cleared land, produced 1,692,099 bushels wheat, barley and oats; in 1854, this Island, with only 322,398 acres of cleared land produced 1,848,657 bushels —a fact which proves that Prince Edward Island is more productive than New Brunswick. The comparative statement which we have given, shows that New Brunswick produces a much larger quantity of hay and supports more cattle than this Island. This is easily accounted for. In New Brunswick there are vast tracks of interval lands—marshes of many miles in extent—which, with very little labor, and without any manure produce enormous quantities of hay and grain. In Prince Edward Island the quantity of such land is very trifling.

The great increase in the Exports and the Revenue of Prince Edward Island during the past ten or fifteen years, proves the prosperous state of the Colony. Some fourteen or fifteen years ago it was no unusual thing to see our farmers driving from store to store in Charlottetown; endeavouring to get one shilling and three pence per bushel for oats. Now, no sooner does the shipping season commence than the avenues of the town are beset with runners who often contend for the right to purchase the loads of oats they meet on the roads, at from 2s. to 2s. 6d a bushel, to be paid for, not in goods from the store, but in hard cash.

It may suit the party purposes of some to represent the Island as inferior to the neighboring Provinces, and to do all in their power to prevent immigration to its shores. The returns of the produce grown on the Island, and exported from it, afford the best answer to all such. We have over and over again urged upon our Government the necessity of making known in Great Britain the capabili-

ties of the Island, and of doing something to settle the public lands now unoccupied. We have given them statistics; let them now make proper use of them, by disseminating them among intending emigrants in Europe and elsewhere, and very soon it will be said that their is no vacant land in Prince Edward Island.—*Islander.*

VI. Papers on Natural History.

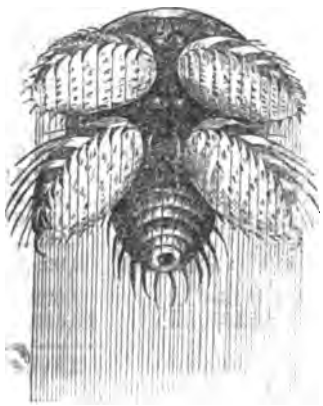
1. SPIDER LIFE.

Now that the Spring has fairly set in, and we will soon be surrounded by insect life, we may expect to see the industrious spider spinning its cunning web in secluded nooks out of doors, and quiet corners in doors, to catch unwary victims. Were it not for the valuable labors of the spider, the plague of flies and other insects about us would soon be equal to that which befel the unhappy Egyptians in the time of Moses. We therefore say, do not wantonly kill the spiders, for they are the executioners of many troublesome insects.

With a view to interest our readers in spider life, we insert the following sketch from "*Insect Manufactures,*"—a little work published by the Christian Knowledge Society of London, and supplied to Public School Libraries in Upper Canada:

"Not only do these insects produce filmy webs to entrap their prey, but they also spin, for the protection of their eggs, a bag not much unlike the cocoon of the silkworm. At the beginning of the last century a method was discovered of procuring silk from these spiders' bags, and of making it into several useful articles. The experiments for the purpose took place in France; and it was discovered that two species of spider in particular produced strong and beautiful silk, capable of being usefully employed. The structure of these insects was closely examined by the celebrated naturalist Réaumur, and he found that the silk is spun from fine papillæ, or small nipples, placed in the hinder part of the body; these serve the purpose of so many wire-drawing irons, to mould a gummy liquor, which dries as it is drawn out and exposed to the air.

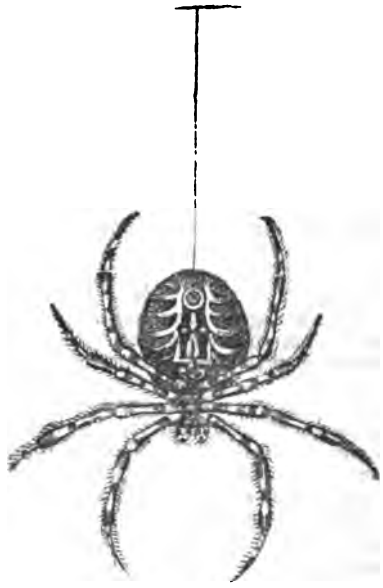
On pressing the body of a spider, the liquor flows into these nipples, and, by applying the finger against them distinct threads may be drawn out through the numerous openings; and what is very astonishing, every separate thread is made up of innumerable smaller threads, so that Réaumur thought himself far within the limits of the truth when he stated that each of the five nipples supplied one thousand separate fibres, in which case the slender filament of the spider's nest must be made up of five thousand fibres. By applying the whole, or a part, of this apparatus to her work, the spider can make the thread stout or fine at pleasure; thus the webs for entrapping flies are very slight and fragile; but the nest for securing the eggs is much stronger, in order to afford them shelter from the cold. The threads are wound loosely round the eggs in a shape similar to that of the silkworm's cocoon. The colour of the silk is generally grey, becoming blackish on exposure to the air: sometimes it is pale yellow, and also of very fine quality; but this is the production of a comparitively rare species, which could not be depended on for the purposes of manufacture. A spider's nest preserved by the writer during the winter was of a beautiful yellow colour, almost approaching that of the cocoon of the silkworm. As spring approached it increased in bulk and became rather paler, until at last a dark appearance in the centre betokened the bursting of the eggs. On the 10th of April ninety-six small yellow-bodied spiders came forth, and were soon actively engaged in weaving their delicate webs across the glass which contained them. A muslin cover admitted air to the interior, and these minute insects appeared to be perfectly healthy although deprived of their natural food. Some sugar was placed in the glass, but they did not appear to consume any of it, although some of them had been hatched for more than a fortnight. After this time the little prisoners were allowed to escape into the garden.



SPINNING APPARATUS OF THE SPIDER. (*Greatly magnified.*)

The great obstacle which prevented the establishment of any considerable manufacture from these spiders' bags, was the difficulty of obtaining them in sufficient abundance; but M. Bon, who was enthusiastic respecting the value of his discovery, fancied that he could easily overcome this obstacle, and at first his efforts appeared remarkably successful. He formed a large spider establishment, which, for a time, was prosperous. Having ordered all the short-legged spiders (which are the most industrious spinners) to be collected for him by persons employed for the purpose, he enclosed them in paper boxes, with pin-holes pricked in them to admit the air to the prisoners. The insects were regularly fed with flies, and they prospered well on this diet. In due time most of them laid their eggs, and spun their silken bags. M. Bon affirmed that each female produced from six to seven hundred eggs, whereas the silkworm moth lays only about one hundred. He also stated, that out of seven hundred or eight hundred young spiders which he kept, scarcely one died in a year; while of one hundred silkworms, not forty lived to form their cocoons.

These favourable statements led the Royal Academy of Paris to take the subject into consideration, and Réaumur was appointed to inquire into the merits of the new scheme. This careful inquirer found many serious obstacles in the way of such establishments. The fierceness of spiders, and their propensity to destroy each other, were noticed as unfitting them to be bred and reared together. On distributing about five thousand spiders in cells, in companies of about fifty or a hundred, it was found that the larger spiders quickly killed and ate the smaller, until there remained only one or two occupants of each cell. The silk of the spider was also found to be inferior in lustre and strength to that of the silkworm, and had the disadvantage of being incapable of winding off the ball, but must necessarily be carded.



GARDEN SPIDER—(*Natural size.*)

Indeed, it could require no very great consideration to decide, that spider's silk, when compared with that of the silkworm, was vastly inferior for manufacturing purposes, although employed in many useful and highly ingenious ways by the insect itself. A few of these we must not omit to notice. Every one must have seen the common garden spider (*Epeira diadema*) suspended by its silken rope, or forming its beautiful web; but every one is not aware that that silken rope is made up of a multiplicity of threads, and that when the spider attaches the rope to any object by pressing her spinneret against it, she spreads out these threads over an area of some diameter, thus securing a much greater degree of strength than could be gained by merely fixing her thread to one point. This contrivance may be seen best when the threads are attached to a black object.

The uses of silk in the webs and nests of common spiders are well known, but there is a clever and surprising adaptation of the same material by several foreign species of spider which must be briefly stated. In the Ionian islands, and also in the West Indies, there are found certain spiders, commonly known as trap-door spiders, which make a cylindrical nest in the earth, and cover the entrance with a door of their own construction, framed of alternate layers of silk and earth, and fastened to the opening by a hinge of stout silk. These spiders also line their nests throughout with numerous layers of silken web to the thickness of stout cartridge paper, and finish it with the greatest care. This beautiful lining is yet further strengthened in particular parts, where the nest is likely to be exposed to danger. But the greatest amount of skill and care is bestowed upon the trap-door and its silken hinge. This door is about the eighth of an inch thick, rough on the outside, not much unlike an oyster shell, which it also resembles in being thick and strong near the hinge, but thinner towards the circumference.

2. WHAT A SPIDER CAN DO.

Let me put a spider into a lady's hand. She is aghast. She shrieks. The nasty, ugly thing. Madam, the spider is perhaps shocked at your Brussels lace, and although you may be the most exquisite painter living, the spider has a right to laugh at your coarse daubs as she runs over them. Just show her your crotchet work when you shriek at her. "Have you spent half your days," the spider, if she be spiteful, may remark, "have you spent half your

days upon these clumsy ottomans? My dear lady, is that your web? If I were big enough, I might with reason drop you and cry out at you. Let me spend a day with you and bring my work. I have four little bags of thread—such little bags! In every bag there are more than 1,000 holes—such tiny holes! Out of each hole thread runs, and all the threads—more than 4,000 threads—I spin together as they run, and when they are spun they make but one thread of the web I weave. I have a member of my family who is herself no bigger than a grain of sand. Imagine what a slender web she makes, and of that, too, each thread is made of 4,000 or 5,000 threads, that have passed out of her four bags through four or five thousand little holes. Would you drop her, too, crying out about your delicacy! A pretty thing for you to plume yourself on your delicacy and scream at us." Having made such a speech, we may suppose that the indignant creature fastens a rope round one of the rough points of the lady's hands, and lets herself down to the floor. Coming down stairs is noisy, clumsy work, compared with such a way of locomotion. The creeping things we scorn are miracles of beauty. They are more delicate than any ormulu clock or any lady's watch made for pleasure's sake, no bigger than a shilling. Lyonet counted 4,041 muscles in a single caterpillar, and these are a small part only of her work. Hooke found 14,000 mirrors in the eye of a blue bottle, and there are 13,000 separate bits that go to provide nothing but the act of breathing in a carp.—*Dickens' Household Words.*

3. POPULAR ERROR IN REGARD TO SPIDERS.

A celebrated entomologist, who has made a special study of the structure and habits of spiders, states that there is not a single authentic case on record of a person being killed, or seriously injured by the bite of a spider; all the stories about the fatal bite of the famous tarentula being simply fables. These insects are, however, exceedingly ferocious in their fights with each other; their duels invariably ending in the death of one of the combatants.

4. AQUATIC ARCHITECTS.

Entomologists are familiar with the diving-spider, the caddis-fly and other architects that pursue their ingenious labours under water; but it is not generally known that the larvæ of the pretty beetle *Leptura micans* pass the winter under water. I have often taken them in winter when engaged in brook-dragging, and for a time was puzzled to determine what they were. On the submerged roots of water-grasses will often be found attached small, egg-shaped brown cocoons, nearly as large as the seeds of the smallest kidney-beans. On examining these they will be found to be the water-cases of larvæ, containing within them the partially-completed beetle in a state of torpor. As the imago of *Leptura micans* passes an aerial life, we must not look to the parent as the author of this provision of its progeny during winter. The probability is that the insect resorts to the water-side, and deposits its eggs on the leaves of aquatic plants, which in due time are hatched, and for awhile lead an aquatic life; and at last prepare for their final change to winged beetles by constructing a water-tight cocoon, within which they are ultimately developed. We know little yet of the minute economies of insect-life, and every fact that can be added to their history introduces us to a new field of observation.—*Recreative Science.*

5. GIGANTIC CRANE OF AUSTRALIA.

Dr. George Bennett, a naturalist, who has lately published an account of his twenty-two years' residence in Australia, gives a description of the grandest of all Australian birds, the Jabiru, or gigantic crane. It grows to be five feet high, and is so rare that the doctor has seen but four skins of the bird during his residence there. It is very graceful, has large and brilliant eyes, a beautiful metallic brilliancy of plumage, and is easily domesticated.

6. ANTIDOTE FOR SNAKE POISON.

A son of Cassius M. Clay, while gunning recently, says an exchange, was bitten on the foot by some poisonous reptile, supposed to be a rattlesnake, and his body immediately exhibited all the symptoms of the most violent poisoning; but he was dosed until stupified with apple brandy, and the next morning was as well as ever. So confident was Mr. Clay of the efficacy of alcoholic spirits in all cases of poison by the bites of snakes and insects, that he did not even send for a physcian.—Saleratus was bound upon the bitten spot, until ammonia could be produced, when the former was moistened with it. This was upon the theory that poison is an acid, and any alkali will answer, though ammonia is thought to be the best. Mr. Clay's experience is confirmed by that of many others, and it is the part of wisdom for all to remember, and to use when needed, this simple antidote.

VII. Papers on Geography and Statistics.

1. THE POPULATION OF THE UNITED STATES.

The New York *Herald* gives the following returns as the official announcement of the population of the United States:

POPULATION OF THE NORTHERN CONFEDERACY.

States.	*In* 1850.		*In* 1860.
Maine	583,169	...	619,958
New Hampshire	317,976	...	326,072
Vermont	314,129	...	315,827
Massachusetts	994,514	...	1,231,494
Rhode Island	147,545	...	174,621
Connecticut	370,792	...	460,670
New York	3,097,394	...	3,851,563
Pennsylvania	2,311,786	...	2,916,018
New Jersey	489,555	...	676,034
Ohio	1,980,427	...	2,377,917
Indiana	988,416	...	1,350,802
Illinois	851,470	...	1,691,233
Michigan	397,654	...	754,291
Wisconsin	305,391	...	768,485
Iowa	192,214	...	682,000
Minnesota	6,077	...	172,793
Oregon	13,294	...	52,566
California	92,597	...	384,770
Kansas	.....	...	143,645
Totals	13,454,169		18,950,759
Increase in 10 years	.....		5,496,590

POPULATION OF THE SOUTHERN CONFEDERACY.

States.	*In* 1850. *Free.*	*Slave.*	*In* 1860. *Free.*	*Slave.*
Delaware	89,242	2,290	110,548	1,805
Maryland	492,666	90,368	646,183	85,382
Virginia	949,133	472,528	1,097,373	495,826
North Carolina	580,491	288,548	679,965	328,377
South Carolina	283,523	384,984	308,186	407,185
Georgia	524,503	381,682	615,336	467,400
Florida	48,135	39,309	81,885	63,800
Alabama	428,779	342,892	520,444	435,473
Mississippi	296,648	309,878	407,051	479,607
Louisiana	272,953	244,809	354,245	312,186
Arkansas	162,797	47,100	331,710	109,065
Texas	154,431	58,161	416,000	184,956
Tennessee	763,154	239,460	859,528	287,112
Kentucky	771,424	210,981	920,077	225,490
Missouri	594,622	87,422	1,085,595	115,619
Totals	6,422,503	3,200,412	8,434,126	3,999,283
Total population (free and slave) in 1850				9,622,915
Do do do in 1860				12,433,409
Increase in 10 years				2,810,494

POPULATION OF TERRITORIES.

Territories.	*In* 1850.	*In* 1860.
Nebraska	.....	28,893
New Mexico	61,547	93,024
Utah	11,354	50,000
Dacotah	.....	4,839
Washington	.....	11,624
District of Columbia	48,000	75,311
Totals	120,901	263,691
Increase in 10 years		142,790

RECAPITULATION.

	In 1850.	*In* 1860.
Total Population of the Free States	13,454,169	18,950,759
do of the Slave States	9,622,915	12,433,409
do of the Territories	120,901	263,691
Total Population of the United States	23,197,985	31,647,859
Increase in 10 years		8,449,874

2. RUSSIA UNDER ALEXANDER II.

Few persons in this country, we apprehend, are fully informed respecting the rapid advance of Russia, especially in all that concerns her material interests. The present Emperor is one of the best instructed and most enlightened of all the sovereigns of Europe.

Possessed of good understanding, of amiable disposition, of sincere and patriotic aspirations, and withal educated from his earliest years for the high position which he occupies, his reign thus far has been constantly marked by the adoption of measures, all tending to the elevation of the empire in the scale of civilization and progress. In this good work the Emperor is much aided by his brothers, Constantine, Nicholas and Michael, who are men of much energy and activity. This is especially true of Constantine, who is the oldest of the three, although several years younger than the Emperor. The Emperor is also surrounded by an able staff of Ministers, or Secretaries of State, some of whom—Gortshakoff, for instance—are men of great abilities.

One of the methods which the Russian government employs to promote the best interests of the people, is to employ agents in all the most civilized countries, whose business is to report to the government every new discovery and invention made in these countries, which can in any way benefit Russia. One of these agents resides in the city of New York, but goes repeatedly every year to St. Petersburg, and either sends or takes with him descriptions and models of every new and valuable invention which appears among us. In this way our Sewing Machines, our Reapers (McCormack's and others) our Mowers, &c., are reproduced in Russia, and that without much delay, and with great advantage to the people. In these things the government pursues a most laudable course, and one of vast importance in the present state of things in that country.

Twenty-five years ago there was scarcely a steamboat on any river in Russia, except the Neva, and but a few on that river, and they were mostly owned by a Mr. Baird, a Scotchman, who introduced the steamboat into Russia, and made a large fortune by doing so. Now there is hardly a navigable stream in that country on which steamers are not running. There are many on the Neva, running up to Lake Ladoga; there are many on the Wolga, (navigable for 1,600 miles) and running down to Astracan and the Caspian sea. There are many Russian steamers as well as sailing vessels on that sea, which extends far down into Central Asia.

Russia is destined to be covered with a network of railroads. As no country in the world is so likely to be benefitted by them in an equal degree with Russia, so no country has greater facilities for their construction. Level almost to a plain, abounding in wood and iron, it is easy to foresee that at no distant day railroads will be made in all parts of that great empire, uniting St. Petorsburg and Moscow and Warsaw with Kieff and Odessa and Austracan. The railroad from St. Petersburg to Moscow has been in operation for several years; so have three short ones about the former city.

The railroad from St. Petersburg to Warsaw is rapidly advancing to completion. An important railway is in progress of construction from Moscow eastward to the Wolga. And another is to be undertaken soon, which will run from Moscow to Kieff and thence to Odessa, and a branch into the Crimea. But perhaps the most important of all the railroads which have been projected in Russia is that which is to be made from Moscow to the Caucasus, and through that mountain range (which is now entirely in the hands of the Russians, since the termination of the war with the Circassian tribes that inhabit them) to Tiflis, the chief place in the Russian Provinces, which lie south of the Caucasus. The railroad will extend Russan trade and Russian influence into Persia, and almost to the confines of India. And the time too, is coming when railroads will unite Moscow with the chief cities of Southern Siberia, with Kiacht, on the borders of China, and with Nicholaieff on the great river Amoor, which is navigable for more than 1,860 miles, and on which several steamers are now running. Nicholaieff is now connected by steam with San Francisco in California. And yet Nicholaieff is not five years old! Everything announces that Russia has a wonderful future before her.

3. THE CENSUS OF RUSSIA.

The Russian census, just completed, gives 79,000,000 as the total population, the women in excess of the men to the number of 1,750,000. The nobles and the highest guild of traders number about 1,000,000, the nobles possessing 21,000,000 of serfs. The lower classes, including serfs, petty traders and artisans, number 53,500,000. The population of Siberia, including the wandering tribes of Kasan, Astrakan and Orenburg, is 4,000,000.

4. TELEGRAPH TO AMERICA VIA RUSSIA.

The telegraphic lines of Russia have advanced into Asia, and are progressing with extraordinary rapidity. Siberia will soon be traversed by them; and it is said the Russian Government propose to connect Siberia with America by means of a submarine line along the Alentian Islands.

5. CHINESE CUSTOMS THE ANTIPODES OF ENGLISH.

The very striking contrarieties in comparison with our own, is amusingly given in the following extract from a work published at Macao:—

"On inquiring of the boatman in which direction Macao lay, I was answered in the west-north, the wind, as I was informed, being east-south. We do not say so in Europe, thought I; but imagine my suprise when, in explaining the utility of the compass, the boatman added, that the needle pointed to the south! Wishing to change the subject, I remarked that I concluded he was about to proceed to some high festival, or merry-making, as his dress was completely white. He told me, with a look of much dejection, that his only brother had died the week before, and that he was in the deepest mourning for him. On landing, the first object that attracted my notice was a military mandarin, who wore an embroidered petticoat, with a string of beads round his neck, and who, besides, carried a fan; it was with some dismay I observed him mount on the right side of his horse. On my way to the house my attention was drawn to several old Chinese, standing on stilts, some of whom had gray beards, and nearly all of them huge goggling spectacles; they were delightfully employed in flying paper kites, while a group of boys were gravely looking on, and regarding the innocent occupation of their seniors with the most serious and gratified attention. Desirous to see the literature of so curious a people, I looked in at a book store. The proprietor told me that the language had no alphabet, and I was somewhat astonished, on his opening a Chinese volume, to find him begin at what I had all my life previously considered the end of the book. He read the date of the publication—'The fifth year, tenth month, twenty-third day.' We arranged our dates differently, I observed; and begged that he would speak of their ceremonials. He commenced by saying, 'When you receive a distinguished guest, do not fail to place him on your left hand, for this is the seat of honour; and be cautious not to uncover the head, as it would be an unbecoming act of familiarity.' Hardly prepared for this blow to my established notions, I requested he would discourse of their philosophy. He re-opened the volume, and read with becoming gravity, 'The most learned men are decidedly of opinion that the seat of human understanding is the stomach! On arriving at my quarters, I thought that a cup of "Young Hyson" would prove refreshing, feeling certain that, in this at least, I should meet with nothing to suprise me; imagine my astonishment when I observed that the "favourite leaf," the Chinaman was about to infuse, looked quite different to any I had ever seen, it being, in colour, a dull olive, having none of the usual bloom on its surface. I remarked on its appearance, when my attendant quietly said that they never used painted tea in China, but as the foreigners pay a better price for it when the leaves are made of one uniform colour, they of course had no objection to cover them with powders. On drinking the infusion made from the pure leaf, I at once resolved to become a convert to this fashion, leaving the other Chinese customs for future consideration."—*Papers for the Schoolmaster.*

6. JAPANESE LITTLE FOLKS.

The Hon. Frank Hall, who is now in Japan, speaks thus favorably of the Nihponese children. During more than half a year's residence in Japan, I have never seen a quarrel among young or old. I have never seen a blow struck, scarcely an angry face. I have seen the children at their sports, flying their kites on the hills, and no amount of intertangled strings, or kites lodged in the trees, provoked angry words or impatience. I have seen them intent on their games of jackstones and marbles under the shaded gateways of the temples, but have never seen an approach to a quarrel among them. They are taught implicit obedience to their parents, but I have never seen one of them chastised. Respect and reverence to the aged is universal. A crying child is a rarity seldom heard or seen. We have nothing to teach them in this respect out of our abundant civilization. I speak what I know of the little folks of Japan, for more than any other foreigner have I been among them. Of all that Japan holds, there is nothing I like half so well as the happy children. I shall always remember their sloe-black eyes and ruddy brown faces with pleasure. I have played battledore with the little maidens in the streets, and flown kites in the fields with as happy a set of boys as one could wish to see. They have been my guides in my rambles, shown me where all the streams and ponds were, where the flowers lay hid in the thicket, where the berries were ripening on the hills; they have brought me shells from the ocean and blossoms from the field, presenting them with all the modesty and less bashful grace than a young American boy would do. We have hunted the fox-holes together, and looked for the green and golden ducks among the hedges. They have laughed at my broken Japanese and

taught me better, and for a happy, good-natured set of children, I will turn out my little Japanese friends against the world. God bless the boys and girls of Niphon!

VIII. Miscellaneous.

1. POETICAL GEMS.

There are some happy moments in this lone
And desolate world of ours, that well repay
The toil of strugling through it, and atone
For many a long sad night and weary day.
They come upon the mind like some wild air
Of distant music, when we know not where,
Or whence, the sounds are brought from; and their power,
Though brief, is boundless.—*Halleck.*

There is a history in all men's lives,
Figuring the nature of the times deceased:
The which observed, a man may prophesy
With a near aim of the man's chance of things
As yet not come to life; which in their seeds,
And weak beginnings lie intreasured.—*Shakespeare.*

There's a proud modesty in merit!
Averse to asking, and resolved to pay
Ten times the gift it asks.—*Dryden.*

That very law which moulds a tear,
And bids it trickle from its source,
That law preserves the earth a sphere,
And guides the planets in their course.—*Rogers.*

Earth is an island, parted round with fears;
The way to heaven is through a sea of tears;
It is a stormy passage, where is found
The wreck of many a ship, but no man drowned.—*Quarles.*

Oft the cloud which wraps the present hour,
Serves but to brighten all our future days.—*B. Brown.*

The good are better made by ill,
As odors crushed, are sweeter still.—*Rogers.*

2. POETICAL DEFINITIONS.

How musically and beautifully some people express their thoughts! Are not the following definitions in a quaint, curious, pleasant style?

Religion—A key which opens wide the gate of Heaven.
Death—A knife by which the ties of earth are riven.
Earth—A desert through which pilgrims wend their way.
Grave—A home of rest which ends life's weary way.
Resurrection—A sudden wakening from a quiet dream.
Heaven—A land of joy, of light and love supreme.
Faith—An anchor dropped beyond the vale of death.
Hope—A lone star beaming o'er a barren heath.
Charity—A stream meandering from the fount of love.
Bible—A guide to realms of endless joy above.

3. ANECDOTES OF BOY LIFE IN LONDON.

BY JOHN B. GOUGH.

How do the poor live in London? I will give you a little of my street experience. One day I caught a little fellow not bigger than a good-sized baby, with his hand in my pocket. I caught him in the act, and turned and saw the little fellow with his right hand up to his eyes, crouching and squirming like a dog, expecting to be punished.

"What are you doing with your hand in my pocket?"
"Nothing."
"Where is your father?"
"Father's dead."
"Where is your mother?"
"I ain't got none."
"Where are your friends?"
"Ain't got no friends."

What could I do? I let him go, and he dived like a rat, into a pile of unfinished buildings; and that was his home. Another of these boys told me that his mother died before he could remember, and, when his father died, the furniture of the room was taken to pay the expenses of the funeral, men were taking away the things; and now he slept in a garret, or a railway arch or an omnibus. One poor boy said that he passed the greater part of one winter on an iron roller in Regent's Park.

REST FOR THE WEARY—A TOUCHING INCIDENT.

"Yet the promise of rest to the weary and heavy laden has visited some of them. A friend of mine, seeking to relieve the poor, came to a flight of stairs that led to a door, which led into a room reaching under the slates. He knocked. A feeble voice said, 'come in,' and he went in. There was no light; but as soon as his eye became adapted to the place, he saw, lying upon a heap of chips and shavings, a boy about ten years of age, pale, but with a sweet face. 'What are you doing here?' he asked the boy: 'Hush, hush! I am hiding.' 'Hiding? What for?' And he showed his white arms covered with bruises and swollen. 'Who was it beat you like that?' 'Don't tell him: my father did it.' 'What for?' 'Father got drunk, and beat me because I would not steal!' 'Did you ever steal?' 'Yes sir, I was a thief once.' These London thieves never hesitate to acknowledge it, it is their profession. 'Then why don't you steal now?' 'Because I went to the Ragged School, and they told me, 'Thou shalt not steal! and they told me of God and Heaven. I will never steal, sir, if my father kills me.' Said my friend, 'I don't know what to do with you: here is a shilling; I will see what I can do for you.' The boy looked at it a moment, and then said: 'But, please sir, would'nt you like to hear me sing my little hymn?' My friend thought it strange that, without food, without fire, bruised and beaten, as he lay there, he could sing a hymn; but he said: 'Yes, I will hear you.' And then, in a sweet voice, he sang:—

Gentle Jesus, meek and mild,
Look upon a little child.
Pity my infirmity,
Suffer me to come to Thee.

Fain would I to Thee be brought;
Gentle Lord, forbid it not;
In the kingdom of Thy Grace,
Give Thy little child a place."

'That's my little hymn: good-bye!' The gentleman went again in the morning; went up-stairs; knocked at the door—no answer; opened it, and went in. The shilling lay on the floor. There lay the boy with a smile on his face—but he was dead! In the night he had gone home. Thank God, that he has said: 'Suffer little children to come unto me!' He is no respecter of persons, black or white, bond or free, old or young. He sends his angels to the homes of the poor and the destitute; the degraded and the wicked, to take his blood-bought little ones to his own bosom!"

4. QUEEN VICTORIA IN HER OWN CAPITAL.

BY JOHN B. GOUGH.

One sight is often to be seen in Hyde Park which strikes a republican as rather strange. You are leaning against the rails, idly watching the ceaseless flow, when all at once, as suddenly as by the word of command, though not by word of command, every one of the carriages pulls up on one side, the equestrians do the same, and two scarlet groomsmen gallop by. Immediately behind, in a plain carriage, is a lady, rather stout, with a good colour, with a baby or daughter, or female attendant. There is nothing particularly remarkable about her; yet every hat is lifted, every head is bared, and towards that matron lady every eye is turned; and no wonder; for that is Victoria, England's Queen! She reigns for her virtues supreme in the affections of Englishmen. An Englishman is proud of his country; but above all of his Queen. Wherever he is, however remote from his own island home, 'The Queen!' is the first toast given at all public festivities where Englishmen are congregated—'The Queen, God bless her!'

In England there is an immense respect to rank and wealth. In this case, the highest rank in the land is filled by a woman, and that woman a wife and mother, and, in all relations of life, a pattern to her people. No wonder that John Bull gets red in the face as he shouts, with might and main:

"Send her victorious,
Happy and glorious,
Long to reign over us,
God save the Queen!"

5. THE PRINCE OF WALES AND CANADA.

The Prince of Wales does not forget Canada. We have pleasure in learning that he has just sent Mrs. Hatt, daughter of Col. de Salaberry, and Mrs. Laura Secord, £100 stg. each, as a mark of sympathy for these ladies in their straitened circumstances. The Mrs. Secord spoken of is the widow of the late Jas. Secord, Esq., of Chippawa. Her patriotic services during the war of 1812, which are well known, were brought under the notice of the Prince during his visit last summer, have thus been handsomely acknowledged.

The Prince of Wales is a true, gallant Prince. with a warm regard for the old ladies as well as for the young ones. Of all the many tokens he has left of his visit to Canada, we doubt if there be one more graceful than this mark of Royal favor to the two aged ladies above mentioned.—*Niagara Mail.*

6. THE NEW COPPER COINAGE.

A new bronze coinage has just been issued which is to replace our current coppers. The pieces—penny, half-penny, and farthing—are about one one-third the size (bulk is probably meant) and one half the weights of the old coins. They are neatly struck. The image of Her Majesty is, however, unsatisfactory, as except on the half-penny, it bears no resemblance whatever to the Queen. Instead of the fine well-cut head on the old pennies, both head and shoulders are given, and the bust is small in comparison with the head. The head dress is neither classical nor modern. On the reverse is dear old Britannia with her trident, a lighthouse, a ship in full sail, and a view of the sea, which has been omitted in our recent currency. The superscription round the Queen's head is "Victoria, D.G., Britt. Reg. F. D.;" and, on the reverse side, "One Penny," "Halfpenny," and "Farthing" respectively, with date 1860.—*Morning Post.*

7. NEVER DECEIVE A CHILD.

Never promise him what you do not intend to perform; always do for him as you promise. "I train him up in the way he should go, and when he is old, he will not depart from it." Do not parents forget the importance of this precept in respect to deception? Do they not deceive their children without a thought that they are thus teaching them to deceive? The importance of truth, without art of deception, in the management of children, is illustrated by the incident narrated in the following paragraph from a New York paper:—

"Two small boys met on the side-walk, and after some minutes spent in conversation, one remarked to the other that some little thing might be obtained, if he could obtain a few cents from his parents. "But," said the other, "I do not need any money to obtain it, for my mother told me I should have it at such a time." "Pho!" said the first, "my mother has promised me so a great many times, and I did not get it, and I don't think you will either." "What!" said the other. "O, yes," replied the first, "Our mother only tells us so to get rid of us, and think it will be so with yours." "What! my mother tell a lie! I would sooner believe the Bible tells lies than my mother!" exclaimed the little fellow, and immediately left his companion. What a lesson should this afford to all parents, guardians, and those who have the care of youth?

8. SELECTION OF AN OCCUPATION IN LIFE.

Nothing can be more essential to the success and happiness of man, than his fitness for the business in which he may engage for life. In view of the importance of this subject, we offer to the young readers of the *Companion* the following reflections. Of the occupations which man pursues for a livelihood, those which are simplest are the best for his health and peace, so long as their product answers all his honest needs. More of the wrong traits of human character spring from false, or uncongenial occupation, than from inherent sources, and it will be found upon observing carefully, that men, as a general rule, are ingenuous in their speeches, unsophisticated in their manners, frank and direct in their dealings, in proportion as their life-pursuits are simple. And as man is never so noble in his ordinary character, as when he puts on the best mask and artifice, speaking what he thinks and acting what he feels with an earnestness that inspires faith in his sincerity, it cannot be difficult to demonstrate that this unpatented nobility is more natural to the life of the farmer, the artisan, the mechanic, or the man of whatever useful labor that has a fixed and simple rule.

A greater manliness is the necessary out growth of these open occupations. He who follows them, plainly tells in his labor what he is about and commits its value to the common judgment. He need not fly to the subtleties of speech, like the lawyer; nor disgrace his practice like the physician; nor hide the defects or exaggerate the virtues of his wares like the merchant. These avocations, of necessity, natural or acquired, require an address which is too often allied with craft and cunning, and which, though it may scorn open falsehood, does not disdain duplicity and deceit. The occupation of the trader, of whatever class, is vastly more inspiring of selfishness and craft than that of the producer of the thing traded in. This is apparent to the commonest observation.

How unwisely do multitudes of parents, if they desire the greatest good for them, select the life-occupation of their children. And multitudes of men do not select with more wisdom for themselves. If, instead of health of body and peace of mind, the greatest worldly gain and notoriety were the grand desideratum, then the more craft, chicane, the better the occupation. But this, with the more reflecting, will not be the rule so long as simpler means can be made to answer every rational need of life.—*Literary Companion.*

9. TOO MUCH MONEY.

Said a friend to us on a recent occasion, "I never saw but one man in my life, who acknowledged he had quite as much money as he knew how to dispose of. I had called at his house one day, when a gentleman present urged him to a scheme from which he might realize a large profit. 'You are right,' said he, 'as regards the probable success of the speculation, but I shall not embark in it; I have too much money now.' This very uncommon remark struck me most forcibly, and, after the gentleman had retired, I asked Mr. P. to explain. 'Yes,' said he in reply, 'I would not cross the streets to gain thousands; I should be a happier man if my income were less. I am old, and in a year or two whatever I possess will avail me naught—my daughters are dead, and I have three sons upon whom I look with a father's pride. My own education had been neglected, my fortune was gained by honest labour and careful economy; I had no time for study, but I resolved that my sons should have every advantage. Each had the opportunity of gaining a fine classical education, and then I gave them the choice of a profession. The eldest would be a physician; the second chose the law; the third resolved to follow my footsteps as a merchant. This was very well—I was proud of my sons, and hoped that one day I might see them distinguished, or at least useful to their fellow men. I had spared no expense in their training; they had never wanted money, for I gave each a liberal allowance. Never had men fairer prospects of becoming honoured and respected; but look at the result. The physician has no patients; the lawyer not a single client, and the merchant is above visiting his counting-house. In vain I urge them to be more industrious. What is the reply? 'There is no use in it, father—we never shall want for money; we know you have enough for all.' So look at my disappointment. Instead of being active, energetic members of society, my sons are but idlers, men of fashion and display. True, they have few vices—perhaps not so many as their associates; they have never done anything to bring disgrace upon my name; but I had expected them to add to the little reputation I may have gained. It is not the money that I care for; as my son says, I have enough for all. But let the physcian attend the poor, and the lawyer see that justice is done to those who have not the means of paying the enormous fees now required by the members of the bar. The merchant may not need the reward of his labours, but there are a thousand benevolent institutions to the support of which it would be a pleasure for me to see him contribute. They would at least be useful, each in his vocation, to those around them; now, selfish amusements is their only aim. This is the burden upon my heart, and this is the reason of the remark you listen to. Had they been obliged to struggle against difficulties to gain their professions, and were they now dependent upon their own exertions for support, my sons would have gained honour to themselves and me.'"

This is the experience of many a wealthy parent, though all do not grieve at the result. It has almost passed into a proverb, that "nothing can be expected of rich men's sons;" and in looking about us at the distinguished men of our own day, how few do we find who have been nursed into greatness!

The farmer's son studies in intervals snatched from active labour; he gains the rudiments of a thorough education from well thumbed books, which he cons over by the floating flame of the winter's fire, or the misty light of the gray dawn. His task is rendered doubly hard, inasmuch as he is without an instructor, and must solve the most difficult problems, and unravel the most intricate truths, simply by his own persevering efforts. At length his task is in a measure accomplished, the first step is gained; but a new difficulty arises. He is without means, and must serve a long and tiresome apprenticeship as a teacher, a clerk, or often the two combined, ere he can save enough to enable him to enter college. Three or four years of close study, with the most rigid economy, brings him to the threshold of active life, and should he choose a profession, the same scene must be in part enacted ere his object is accomplished.

Mark well the contrast. Which man, think you, is best fitted to succeed? Surely, not he who has been cradled in luxury, and bribed along the path of knowledge! No, rather would we trust the self-made man, who has already o'ermastered difficulties under which one less resolved would have fallen; and though the one may be favoured by position, connections, and ample means, it is more than probable that the other will look back upon him whom he has far outstripped in the race of life.—*Hunt's Merchants' Magazine.*

IX. Short Critical Notices of Books.*

—— Days of Old. New York: R. Carter & Brother. This reprint of an English book contains three stories from old English history written for the young, by the author of "*Ruth and her Friends.*" The first story is called "Wulfgar and the Earl; or Power;" the second, "Caradoc and Deva;" and the third, "Roland." They are all beautifully written, and teach in touching language many a Bible lesson.

—— Roses and Thorns. London: James Hogg & Sons. There are five well-written tales in this book, chiefly illustrative of passages from the Bible as follows:—"Akin for Ever; or, Blessed are the Pure in Heart." 2. "Rachel Aston's Engagement; or, Let Patience have her Perfect Work;" 3. "Two times in my Life; or, Be of Good Cheer;" 4. "The Christmas Bride; or, Behold the Power of Love;" 5. "A Story in a Snuffbox; or, The Rolling Stone gathers no Moss." The type is good, and there are several excellent engravings in the book.

—— The Cities of Refuge. New York: R. Carter & Brother. This is another book by the Rev. John R. Macduff, D.D., designed as "a Sunday book for the young." The first part contains a short address to children; the second contains a sketch of the Six Cities of Refuge in the Land of Canaan; and the third part points out in strong and glowing language the "Gospel Refuge" for sinners. It is a persuasive and valuable book for the young.

X. Educational Intelligence.

CANADA.

—— Teachers' Associations.—The Teachers' Association for the East Riding of Northumberland met at Hilton on the 23rd of March Various interesting lectures and addresses were delivered, and the association adjourned to meet again at Brighton on the 6th of July. The County of Brant Teachers' Association met at Brantford on the 27th of April, Rev. W. S Griffin in the chair. An Essay was read by Mr. D. C. Sullivan, "On the Aim and Objects of a Teachers' Association." Mr. W. Nicholl was appointed to prepare another essay for the next quarterly meeting, which was appointed to be held at Paris.

—— Beverly School Sections.—The inhabitants of School Sections No. 3 and 5, turned out *en masse* to witness the interesting ceremony of laying the corner-stone of the large and handsome brick building, now in course of erection, for the use of the Common Schools of the above Sections, which are to be united into one. Mr. A. J. Campbell, School Teacher, having formed his pupils into a procession, moved from Thompson's Corners' School House about 3½ P. M., and were met by the children of School Section No. 3, about 4 o'clock. After the pupils were arranged in a position where they could enjoy a full view of the ceremony, a bottle was handed to him, containing the names of the School officers, the Superintendent and Trustees, &c. After the bottle had been deposited by Mr. Campbell, he, by the assistance of the mason, lowered the stone and laid it in its assigned position; having applied the square, &c., he then gave three knocks with the hammer, and declared the foundation stone laid. The children having retired to their seats, he gave a short address on the subject of education, which was listened to with great attention. The interesting ceremony closed by the children singing the well-known hymn, "Happy Land."—*Corres. Hamilton Spectator.*

—— Cayuga Schools.—The *Cayuga Sentinel* of the 5th ult., reports "that the examination of the Junior School, under Miss Laird, occupied the forenoon, and the young folks certainly made a most creditable appearance, showing that, under this young lady's indefatigable management, the school has made substantial progress, and that the Trustees had not reposed confidence in their teacher in vain. The afternoon was occupied by the display of Mr. McKay's scholars, and here, also, were witnessed the results of careful and able instruction, for certainly, few schools could exhibit so many young people so well versed in Mathematics, History, Geography, and Grammar, as were here to be seen; going over, with scarcely a pause, or a failure, many of the most stirring portions of English History; pointing out the river systems of the world, the mountain chains, the boundaries of the grand divisions of the globe, and of Empires, Kingdoms, and States; answering many deep questions in figures, and having a complete knowledge of that indispensable branch of knowledge, English Grammar."

"At the conclusion, Alex. Winram, Esq., the Superintendent, passed the highest encomiums upon the Teachers, in his usual closing address, also intimating that at the next examination, prizes would be awarded to the scholars as rewards of merit."

—— Upper Canada College Presentation.—Recently a number of the former pupils of Upper Canada College, assembled in one of the parlours of the Rossin House, for the purpose of presenting an address and testimonial to J. P. De la Haye, Esq., late French Master of the College. The testimonial consisted of a very handsome silver claret jug and salver, manufactured at the establishment of Messrs. J. G. Joseph and Co. Upon the shield in front were the crest of Mr. De la Haye, and the following inscription:—"To J. P. De la Haye, Esq., twenty-seven years French Master in Upper Canada College, from his affectionate pupils." Upon the jug were also engraved the names of the old pupils of the institution and subscribers to the testimonial. The address was presented by the Rev. Dr. Scadding, the oldest pupil present, and replied to by Mr. De la Haye. A cold collation was then served up, after enjoying which, several toasts were given and briefly responded to. Mr. De la Haye's health was drunk with great enthusiasm. He briefly responded, and in return drank the health of the "old pupils." The health of the Rev. Dr. Scadding was proposed and drunk with all the honors, and in reply that gentleman alluded to the progress made in the educational institutions of the country since the period Mr. De la Haye became connected with Upper Canada College, and remarked that since Toronto University had been placed upon a more enlarged and permanent basis, the *eclat* of the College had very naturally become reduced. He trusted, however, that it would ever maintain its well-earned reputation, and that its pupils —now to be found in almost all parts of the world—would ever cherish the most kindly regard for each other and for the institution. Other toasts were drank, after which the meeting separated.—*Leader, abridged.*

—— University of Queen's College, Kingston.—At the close of the recent Session of this University, the following degrees were conferred:—

Degree of M.A.—Archibald Currie (Scotland), Edmund Hooper, B.A., John May, B.A., Herbert Stone MacDonald, B.A., Donald Barr MacLennan, B.A.

Degree of B.A.—George Johnson Caie (New Brunswick), Charles Innes Cameron, James Dingwall, William Boyd Ferguson, John Gordon (Nova Scotia), Alexander Hunter (Scotland), John Somerville Lochead, Alexander Macdonald (Scotland), John McIntyre, James Muir, Stephen Daniel Pope, Robert Vashon Rogers, James Cowie Smith (Scotland), Andrew Watson.

Honorary Degree of D.D.—The Rev. Samuel S. Nelles, M.A., President of Victoria College, Cobourg; the Rev. William Donald, M.A., St. Johns, New Brunswick.

Degree of M.D.—William J. Anderson, Robert Blakely, Jeremiah R. Cogan, Robert Corry, W. C. Deans, Neil Dunlop, John T. Farrell, John M. Fraser, B.A., David Kelly, E. J. Kelly, J. A. Kemp, Anthony O'Reilly, Robert Parker, Robert Ramsay, L.M.Ed., William F. Taylor, W. G. Thiskill, William Weir (Scotland.)

—— The Rev. Dr. Nelles.—We learn with much pleasure that the University of Queen's College, Kingston, has bestowed the degree of Doctor of Divinity upon the Rev. S. S. Nelles, M.A., the worthy President of Victoria College. We know no one better qualified to reflect back the honour thus appropriately bestowed.—*Cobourg Star.*

—— University of McGill College.—The Convocation of the University of McGill College was held May 2nd at the Normal School building, Belmont Street. In the absence of the President, Mr. Davidson, as senior governor presided. The following degrees were conferred:—

Master of Arts.—Dunbar Browne, B.A., B.C.L.

Bachelor of Arts.—Joseph Greene, (Chapman Medallist), William McKay Wright, John Boyd, J. S. Ferguson, Frederick Gore, Caleb S. DeWitt, William Hall.

Graduates in Civil Engineering.—Robert Bell, Joseph Doupe.

The honorary degree of M.A. was conferred upon J. Thorburn, Esq., Principal of St. Francis College.

Bachelor of Civil Law.—J. Plimsoll, B.A., J. L. B. Desrochers, Chas. A. Rochon, F. Mackenzie, Louis Armstrong, Gonsalve Doutre, Adolphe P. Ouimet, Philippe Vandal, John Aylen, N. H. Driscoll, David S. Leach, Alexis L. Desaulniers, T. D'Arcy McGee, M.P.P.

Doctors of Medicine and Surgery.—Charles Battersby, Herbert H.

* Most of the books noticed in this Journal are supplied by the Educational Department to Public School Libraries in Upper Canada.

Read, John Ralph Malcolm, Horace Nelson, George E. Gascoigne, Arthur Lyon, Henry Ussher, J. E. Prowse, David L. Philip, Napoleon Leclaire, Fred. D. Sutherland, P. McLaren, Duncan McGregor, Donald McGillivray, Joseph M. Drake, James Gun, Herbert Lindsay, V. L. Chagnon, G. W. Power, R. H. Hamilton.

Principal Dawson alluded in fitting terms to the deaths of the Hon. Peter McGill, a Governor, and Dr. Holmes, the senior Professor of the University, and Dean of Faculty of Medicine. He announced the recent benefaction of Mr. W. Molson, and his confident hope that the University buildings would all be completed at an early day. The classes had been larger this session than ever before; there being 58 students in Arts, 125 in Medicine, and 57 in Law, being 240 in all. There would be 44 graduates in the three faculties.

In the evening, the University Society dined together at Dolly's; and on the 4th, after convocation, proceeded to plant trees in the Graduates' Walk, the President (B. Chamberlin, A.M.), by permission of His Royal Highness, planting one on behalf of the Prince of Wales, to commemorate his visit to Montreal and his benefaction to the University.—*Montreal Gazette.*

—— Laval University.—There was a musical and literary festival at the Laval University, on the 30th ultimo, in honour of the birth-day of the illustrious founder of the Quebec Seminary, Mgr. Laval. The great hall of the University—without exception the most magnificent public room in the city—was crowded to excess, there being nearly two thousand persons present, which, when we consider the unfavourable state of the weather, is an indication of the interest taken in the progress of our Lower Canadian University. Many members of the Legislature, representatives of the different learned professions, besides a host of clergymen, and professors and students of the University and Seminary thronged the seats in the lower part of the hall, while the galleries were crowded with ladies representing the *elite* of our city. Want of time prevented us from devoting more than a few minutes to the festival, of which, however, we saw enough to enable us to speak highly. A couple of eloquent discourses from pupils of the University were loudly applauded. An efficient orchestra rendered some splendid selections of classical music, in the most effective manner, while the vocal pieces were rendered with that correctness which only great care and skilful training can hope to attain.—*Quebec Chronicle.*

BRITISH AND COLONIAL.

—— Acadia College, Nova Scotia.—We see by the *Christian Messenger*, of Halifax, that the friends and supporters of Acadia College are anxious to place its finances on a more sure footing than they are at present; to elevate its literary standard, and to create four Professorships. In view of that, it is proposed to raise £15,000 in all, as an endowment fund. The amount already invested, pledged, and to be collected, is £5,000, which leaves £10,000 still to be provided; half of that sum (£5,000) a gentleman interested in the matter proposes to raise by appealing to the generosity, wealth, and intelligence of the Baptist body of the three Provinces, and calling on fifty persons to subscribe £100 each. The duty of collecting the other £5,000 to devolve on the Governors and friends of the College. The proposer of the scheme is sanguine of success.

—— Competitive Examinations among English Schools.—These examinations for the Deanery of Wigton, on the competitive principle, by the Rev. G. R. Monerieff, one of her Majesty's School Inspectors, the Rev. James Simpson, Vicar of Shap, and the Rev. Joseph Hodgson, Rector of Aikton, took place on the 1st of August, at the School-house, Abbey Holme, at Allhallows on the 2nd; and at Wigton on the 3rd; and the prizes were awarded, consisting of a dozen handsome work-boxes for girls, and for the boys a large collection of valuable, suitable books, all attractively bound and lettered. In the present year the following schools were admitted into the circle of the competition:—Ireby, Aspatria, Silloth, Blencogo, Wigton, Allhallow, Plumbland, Blennerhasset, Abbeytown, Aldoth, Bolton, Uldale, Bothel, and Westnewton. Next year the competition will be opened to all the schools in the Deanery, whether under Government inspection or otherwise. On Wednesday, the 8th, the prizes were distributed by the Hon. and Right Rev. M. Villiers, D.D., Bishop of Durham elect. In the morning, his Lordship preached in Wigton parish church to a very numerous congregation. The Bishop took his text from the 9th chapter of Ecclesiastes part of the 10th verse—"Whatsoever thy hand findeth to do, do it with thy might." The importance of education was set forth in impressive terms, and all classes of persons—the clergy, schoolmasters, schoolmistresses, parents, &c.—were appealed to in terms which those who were present cannot soon forget.

—— Competitive Examination in the Olden Time.—In "An Historical Discourse, or Prelustration of the City of London," published in 1657, we find that there was "An old custome in London that the schooll-masters should meet on festival daies, and their schollers should dispute in logick, as well as grammar questions and principles, and the most common rendezvous was Saint Bartholomew's, in Smithfield, being a priory, where, upon a bank boorded under a tree, they used to meet, and the best schollers were rewarded with bows and arrows of silver, which they carried away as prizes; but that laudable custome is grown obsolete and quite discontinued. A great emulation there was twixt Paul's schollers and those of St. Anthonie's: the schollers of Paul's would taunt and term them St. Anthonie's piggs, and they would call St. Paul's schollers pigeons of Paul's, and many feuds happened among them in the open streets, but, St. Anthonie's school decaying, the quarrel also ceased."—*London City Press.*

—— Sir Peregrine Maitland's Prize.—The sum of £1,000 having been accepted by the University of Cambridge for the purpose of instituting a prize to be called Sir Peregrine Maitland's Prize, for an English essay on some subject connected with the Propagation of the Gospel, through missionary exertions, in India and other parts of the heathen world; the prize is to be given once in every three years, and to consist of the accruing interest of the principal sum during the preceding three years. The Vice-Chancellor gave notice that the prize will this year be given for the best essay on the following subject:—"The several efforts made during the Middle Ages to propagate the Gospel, considered with reference to the external and internal condition of the Christian Church at the time." The prize will be adjudged by the Vice-Chancellor, Mr. J. Mayor, of St. John's College, and Mr. Lightfoot of Trinity College.

—— University Life at Oxford has recently been ventilated by Professor Rogers, of King's College, London, and his book is graphic. Some curious things are told in this work. Every under-graduate has a large credit given him by the Oxford tradesmen, which very often embarrasses the debtor through a long life. A student may be prevented from graduating if any action of debt is pending against him at the time This is not often interposed, however, as his fellow-collegians would withdraw their custom from any tradesman who resorted to this means to get his money. Gambling, racing, rowing and billiard-playing (in this last, dissimulation of skill, for the purpose of winning, is a common trick,) cricket, and tennis are the prevailing amusements. He also says that if Oxford were not a nursery for churchmen "it would be denuded of a great majority of its students."

—— Education of Children of Unwilling Parents.—A movement has been set on foot in England for the appointment of a conference to be held at Birmingham. The originators are Lords Brougham, Teignmouth, and Shaftesbury; Sir J. Pakington, M.P.; Sir Stafford Northcote, M.P.; Sir Andrew Agnew, M.P.; Adam Black, Esq., M.P.; the Lord Provost of Edinburgh; Sir A. H. Elston; Sir H. W. Monerieff; M. D. Hill, Esq., Recorder of Birmingham; Miss Mary Carpenter; and many distinguished friends of the Social Science movement. The object of the association will on this occasion be to bring to bear on the Legislature such arguments as will lead to the grant of public moneys for the education of children who are neither criminals nor paupers, but whose parents are either unwilling or unable to educate them.

UNITED STATES.

—— Philadelphia Public Schools.—There are in Philadelphia three hundred and twenty-three public schools. The total number of scholars on the first of January, 1860, was 61,745. The amount invested by the city in real estate and furniture, for the support of schools up to the first of January last, was $1,380,908 00. The amount appropriated for last year, was $518,802 67.

—— Cincinnati Public Schools.—From the report of the President of the Cincinnati School Board for the year 1860, it appears that the number of pupils enrolled in the public schools of that city the past year, was 20,892, of whom the average number belonging to the schools, from time to time during the year, was 13,841. Of this average number belonging to the schools, the average actual daily attendance was 12,537; and of daily absentees the average number was 1,297. The total expenditure for

schools was $230,834. Especial attention is given to the physical education and development of the scholars.

—— CONNECTICUT SCHOOLS.—Connecticut has nearly one thousand public schools and about one hundred thousand children between the ages of four and sixteen. The state has school accommodations for some eighty thousand children, at an annual expense of about one hundred thousand dollars or five dollars to each child. The average attendance, however, is but little over fifty thousand.

—— EDUCATION IN MAINE.—The number of school teachers in Maine last year was 7,408: 4,632 females and 2,776 males, an increase of 1,419 in ten years. The average wages of male teachers per month, exclusive of board, were $21.31; of females, $2.03 per week, exclusive of board. The cost of 121 school-houses built during the year ending April 1st, 1860, was $59.135. The whole number of school-houses in the state is 3,946. The whole number of children between the ages of 4 and 21 years, is 248,396.—*The Schoolmaster.*

XI. Literary and Scientific Intelligence.

—— LITERARY PENSIONS.—The descendants of Daniel De Foe, the author of "Robinson Crusoe," are now partially supported by a pension of one hundred pounds, recently granted by Lord Palmerson.

—— BOOK IMPORTS INTO VALPARAISO.—The amount of invoices of books imported into Valparaiso in 1856, was close on to a hundred thousand dollars; in 1857, sixty thousand; in 1858, forty-eight thousand. Under the Spaniards books were almost excluded through high duties, but in 1818 the patriot Government allowed all books and printing materials to come in duty free. A censorship of imported books is, however, still kept up.

—— GOETHE'S SONGS.—Professor Bernh, of the University of Halle, claims to have discovered eight new songs of Goethe. He has published them as a supplement to Goethe's works.

—— MONUMENT TO HALLAM.—The historian Hallam is about to have a monument erected in St. Paul's Cathedral to his memory. The committee of this memorial fund have selected an appropriate and beautiful design, and the work on the monument is to be prosecuted with vigor.

—— GAETA has one memorable circumstance connected with its history. It was there that Cicero was assassinated.

—— EXPLORATION IN CENTRAL ASIA.—A scientific expedition is about leaving France to explore Southern Siberia, and particularly that portion contiguous to the Amoor.

XII. Departmental Notices.

PUBLIC LIBRARY BOOKS, SCHOOL MAPS, APPARATUS, AND PRIZE BOOKS.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars,* transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of articles to be sent can always be made by the Department, when so desired.

FORM OF APPLICATION FOR PUBLIC LIBRARY BOOKS, MAPS APPARATUS, SCHOOL PRIZE BOOKS, ETC.

.....

[*Insert Post Office address here.*]

SIR,—The [*Trustees, or Board of Trustees, if in Towns, &c.*] of the ..... School being anxious to provide [*Maps, Library Books, or Prize Books, &c.*] for the Public Schools in the [*Section, Town, or Village, &c.*] hereby make application for the ....., &c., enumerated in the accompanying list, in terms of the Departmental Notice relating to ..... for Public Schools. The ..... selected are *bona fide* for the .....; and the CORPORATION HEREBY PLEDGES ITSELF not to give or dispose of them, nor permit them to be given or disposed of, to the teacher or to any private party, OR FOR ANY PRIVATE PURPOSE WHATSOEVER, but to apply them solely to the purposes above specified in the Schools of the ....., in terms of the Departmental Regulations granting one hundred per cent. on the present remittance. The parcel is to be sent to the .... Station of the ..... Railway, addressed to .....

IN TESTIMONY WHEREOF, the Corporation above-named, hereto affixes its corporate seal to this application, by the hand of .....*, this ..... day of ....., 186–.

Amount remitted, $.....

Trustees must sign their own names here.—See page 41. .... Corporate seal to be placed here.

To the Chief Superintendent of Education, Toronto.

NOTE.—Before the Trustees can be supplied, it will be necessary for them to have filled up, signed, and sealed WITH A PROPER CORPORATE SEAL, as directed, a copy of the foregoing Form of Application. On its receipt at the Education Office, the *one hundred per cent.* will be added to the remittance, and the order, so far as the stock in the Depository will permit, made up and despatched. Should the Trustees have no proper corporate seal, the Department will, on the receipt of *two dollars* additional, have one engraved and sent with the articles ordered.

*** If Library and Prize Books be ordered, in *addition* to Maps and Apparatus, it will BE NECESSARY TO SEND NOT LESS THAN *five dollars additional* for each class of books, &c., with the proper forms of application for each class.

☞ The *one hundred per cent.* will not be allowed on any sum less than *five dollars.* Text books cannot be furnished on the terms mentioned above: they must be paid for in full, at the net catalogue prices.

SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages, and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools will be sent direct to the head Masters, upon application to the Department.

* The Trustees of the Section; Chairman and Secretary of the Board of City, Town, or Village Trustees; Warden, Mayor, or Reeve.

UPPER CANADA SCHOOL BOOK DEPOT.

R. AND A. MILLER have REMOVED to No. 62, *King Street East*, where will be found the largest assortment of SCHOOL BOOKS in Canada. ☞ Teachers are requested to call.

R. & A. M. are the sole agents for LOVELL'S SERIES OF SCHOOL BOOKS, of which the following are published:—"The National Series," carefully revised and punctuated, printed from new stereotyped plates, on good paper, and well bound; "Sangster's Elementary" and "National Arithmetics," the second editions, carefully revised; "Sangster's Philosophy;" "Robertson's Grammar;" "Vasey's Classical English Spelling Book;" "Vasey's Grammar made Easy;" "Gordon's Outlines of Chronology;" and "Barber's Elocution."

In the Press, and nearly ready, "LOVELL'S GENERAL GEOGRAPHY," containing 43 coloured Maps and numerous Illustrations, &c., by J. George Hodgins, LL.B.; and the "KEY TO SANGSTER'S NATIONAL ARITHMETIC."

☞ School Dialogue Books and Speakers, of the best and latest Editions, kept constantly on hand.

R. & A. MILLER,
60, St. François Xavier Street, Montreal. 62, King Street East, Toronto.
3pt10d.

ADVERTISEMENTS inserted in the *Journal of Education* for 25 cents per line, which may be remitted in *postage stamps*, or otherwise.

TERMS: For a single copy of the *Journal of Education*, $1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

All communications to be addressed to J. GEORGE HODGINS, LL.B., *Education Office, Toronto.*

LOVELL AND GIBSON, PRINTERS, YONGE STREET, TORONTO.

JOURNAL OF EDUCATION,

Upper Canada.

VOL. XIV. TORONTO: JUNE, 1861. No. 6.

CONTENTS OF THIS NUMBER.

	PAGE
I. EDUCATION IN SCOTLAND	81
II. COMMISSION TO INQUIRE INTO THE CONDITION OF THE GREAT ENGLISH PUBLIC SCHOOLS	84
III. PAPERS ON PRACTICAL EDUCATION—(1) Maxims for Teachers. (2) Self-Control in a Teacher. (3) English Examination Paper on School Management. (4) Examination Questions in Domestic Economy. (5) Necessity for the Slate and Blackboard. (6) Education of the Street. (7) Manners and Morals at School. (8) Geography out of Doors. (9) Geographical Formula. (10) The True Educational Doctrine. (11) The Way the English bring up Children. (12) Character is Power	84
IV. EDITORIAL—Apportionment of the Legislative School Grant for Upper Canada, for the Year 1861	88
V. QUEEN'S BENCH HILARY TERM	91
VI. TEXT BOOKS IN OUR SCHOOLS	92
VII. BIOGRAPHICAL SKETCHES—No. 14. Count Cavour	92
VIII. PAPERS ON NATURAL HISTORY—(1) Shooting Singing Birds. (2) Longevity of Animals	93
IX. MISCELLANEOUS—(1) My Darling's Shoes. (2) The Laws of Cricket, as Revised by the Mary-le-bone Cricket Club	94
X. EDUCATIONAL INTELLIGENCE—(1) Annual Convocation of the University of Toronto. (2) Annual Convocation of the University of Victoria College. (3) Examination of the Model Schools in Toronto. (4) Trinity College Volunteer Rifle Corps	95
XI. ADVERTISEMENTS	96

EDUCATION IN SCOTLAND.

In connection with the article on Popular Education in England, which we inserted in the last number of this Journal, we now insert several extracts from a paper in the *North British Review* for May, on Education in Scotland.

"The earliest schools established in Scotland were the burgh schools. Of these, a considerable number are known to have been in existence in the 15th century, although their early history can hardly be traced. 'Long before the Reformation, all the principal towns had grammar-schools, in which the Latin language was taught. They had also "lecture schools," as they were called, in which children were instructed to read the vernacular language. Among these, we find a grammar school in Glasgow in the 15th century, and the High School of Edinburgh in operation very early in the 16th century. The earliest Scottish legislation on the subject of education appears in an Act of James the Fourth (1494, c. 54), which is so brief, and affords so interesting a glimpse into the condition of Scotland only fifteen years after the invention of printing, that it may be worth while to quote it.

"'Item, It is statute and ordained through all the Realme that all Barronnes and Freehalders that are of substance put their eldest sonnes and aires to the schules fra they be sex or nine zeires of age, and till remain at the Grammar Schules quhill they be competentlie founded and have perfect *Latine*. And thereafter to remaine three zeires at the schules of art and jure, swa that they may have knawledge and understanding of the Lawes: throw the quhilks justice may remaine universally throw all the Realme: Swa that they that are Schireffes or Judges Ordinares under the King's Hienesse may have knawledge to doe justice, that the puir people sulde have no neede to seeke our Soveraine Lordis principal Auditor for ilk small injurie: And quhat Barronne or Freehalder of substance that haldis not his son at the schules as said is, havand na lahchful essoinzie, but failzie herein, fra knawledge may be gotten thereof, he sall pay to the King the summe of twentie pound.'

"It was the Reformation that gave birth to popular education in Scotland; and the debt which is due to Knox, on account of his labours on this behalf, can hardly be overstated. The comprehensive scheme of education, embraced in the First Book of Discipline, included a proposal 'that every several kirk have one schoolmaster appointed;' and 'that in every notable town there should be erected a college, in which the arts, at least Logic and Rhetoric, together with the tongues, be read by sufficient masters;'—an extent of provision for the educational wants of the community which has not been yet attained. We do not know any way in which the several Reformed Churches of Scotland, which have lately been celebrating the Tri-centenary of the Reformation, might more worthily combine in practically carrying out the work of the Reformers, than in endeavouring to secure an educational provision such as they contemplated, adapted to the present state of the country.

"The parochial schools, like the burgh schools, did not owe their origin to any legislative enactments. They were in many instances established, through the unceasing efforts of the Reformed clergy, by the parishioners, under a system of voluntary or ecclesiastical assessment. From the Record of the northern part of the diocese of St. Andrews, containing a report of a visitation of parishes in the years 1611 and 1613, it appears that the parishes which had schools were double in number to those which had them not. The earliest legal provision for parish schools appears in an Act of the Privy Council, following upon a letter from the King, and dated 10th December, 1616. It directs that a school be established in every parish where the means of maintaining one existed, with a view to the instruction of all the youth, and especially to the expulsion of the Irish language, one of the principal causes of 'barbaritie and incivilitie.' This Act of Council was ratified by Parliament A.D. 1633; and power given to the Bishop, and heritors, and parishioners, to assess the parish for the support of the schools.

"More explicit provisions were made for the establishment of parish schools by one of the Acts passed during the Commonwealth (1646, c. 46), which, although rescinded at the Restoration, was, together with many other beneficial Acts, re-enacted almost *verbatim* after the Restoration, in the statute 1696, c. 26—the foundation of our present system. The amount of stipend specified by this Act is 'not less than one hundred merks (£5, 11s. 1⅓. sterling), nor above two hundred merks.'

The records of the Church show how much it was concerned in the establishment of schools, and how great were the opposing obstacles, even after legislative sanction had been obtained. It would be out of place here to give the details. Among other things we find it enacted by the General Assembly in 1705—'*That the poor be taught upon charity, and that none be suffered to neglect the teaching of their children to read.*' In 1706, electors are recommended to prefer as teachers '*men who have passed their course at colleges or universities and taken their degrees.*' In 1802, a strong representation is made that the gains of parochial teachers are not equal to those of a day labourer, and that the whole order is sinking into a state of depression. This was happily followed by the passing of the act of Parliament in 1803 (43 Geo. III., c. 54), which still mainly regulates the appointment and removal, the duties and the emoluments, of parochial schoolmasters.

"By this Act, the heritors and minister of every landward (or partly burghal and partly landward) parish are constituted a Parliamentary Board for its administration; *heritors* being those only who have lands within the parish of not less than £100 *Scots* valued rent. In this respect the Act differs from that of 1696, which was interpreted as giving the right of appointment to the whole heritors of the parish paying cess, with the minister. The Presbytery have an exclusive and final jurisdiction in matters of neglect of duty, or criminality,—the grounds of removal being specified in the Act; and every schoolmaster-elect must, as the condition of office, sign the Confession of Faith, and Formula of the Church of Scotland, and undergo an examination as to literature and character, and be approved of by the presbytery; to whom also, and specially to the minister of the parish, is committed the superintendence of the school. The salary provided by this Act for the schoolmaster, in addition to a small dwelling-house, is 'not less than 300, nor more than 400 merks Scots.' This has yielded, for the period from 1828 to 1853, a *maximum* of £34 4s. 4d., and a *minimum* of £25 13s. 4d. sterling.

"A lower average of prices having lately come into operation, the *maximum* legal salary is now reduced to £27 11s. 9d., and the *minimum*, £20 13s. 10d. So inadequate has this provision been regarded, that, in a large proportion of parishes, the *old maximum* salary, or a salary above the present legal *maximum*, has been granted. From a return obtained in December, 1859, it would appear, that, at that date, in 400 parishes, no meetings had been held to fix the salaries under the Act of 1857. In some parishes, the legal *minimum* only, that is, a salary of £20, had been allowed!

"We now call special attention to the remarkable contrast between the parish schools and the burgh schools. The former, since they were finally settled under the Act passed in the beginning of this century, have been, both in respect of their administration and the emoluments of the teachers, too rigidly fixed; the latter have been progressive. The parish schools, although endowed, have been also fettered; the burgh schools, under the administration of the magistrates and councils, while generally dependent for their endowments upon the liberality of the municipalities, and in many instances insufficiently maintained, have been practically unfettered, and have thus freely become adapted to the local necessities. In the larger and wealthier burghs, the original schools have thus expanded into Institutions fitted to take the place of gymnasia, or intermediate schools, not yet otherwise provided in Scotland, and affording such education in the higher branches of study as adequately to prepare their pupils for the universities; in a few instances, they have acquired a distinguished reputation.

"Such expansion or development is unknown in the parochial schools; although, in many cases, the parochial teachers have made great efforts to supply the defect; and, besides furnishing the elementary instruction, have also provided the only teaching locally attainable in classics and mathematics, by which a very large proportion of the students could make even the present ordinary, though insufficient, preparation for entering upon a university curriculum. By those who have seriously considered in how great a degree the elevation of the middle classes in Scotland has been due to the university culture, thus brought within their reach, these services, and those of the burgh schools, are not likely to be undervalued. Now, what is the remuneration of these teachers? In his interesting Report for the year 1858, Mr. Gordon, the Inspector for the South-western District, has given an estimate of the total emoluments of the parish schoolmasters within his district, which contains the counties of Renfrew, Lanark, Ayr, Dumfries, Wigtown, and Kirkcudbright, and may be reckoned probably as among the best provided in this respect. Including the allowances by parochial boards, kirk sessions, and private individuals for the education of the children of the poor, and also including mortifications, he concludes that 'the average income of a parish schoolmaster in this district (not including the value of the dwelling-house) is £70; consisting of £27 salary, and £43 from school fees.' With reference to Scotland generally, this must be considered much above the average. On the other hand, in the northern counties of Aberdeen, Banff, and Moray, the position of many of the parochial schoolmasters has been greatly benefited by allowances from the Dick Bequest, through a distribution of that fund conceived with great judgment, and executed with great fidelity and success. By means of an annual expenditure never rising above £5000, and often falling far below that sum, the parochial schools in these counties have been materially elevated. The number of parishes containing schools admissible to the bequest is 124, and the population in 1851 was about 250,000. The bequest came into operation in 1833, and the first Report regarding it was issued in 1835. The Report from which we quote, prepared with much ability by the late Professor Allan Menzies, was issued in 1854. During that interval the yearly worth of the office of parish schoolmaster 'had risen from £55 12s. 5d. to £101 1s. 7d., including in the latter sum the allowance from this bequest. £20 additional is enjoyed by the Aberdeenshire schoolmasters in receipt of the Milne Bequest. At the same time, their domestic comfort and respectability has advanced; the dwelling-house, which in 1833 consisted of three apartments only, having been enlarged to five by the liberality of the heritors.' At the end of that period of twenty years, there were thirty more pupils, upon an average, enrolled annually in every parish school than at the beginning. 'The elevation of the literary character of the school pervades every part of the instruction; and the large numbers who now receive a knowledge of English grammar and geography, as well as the increase in the study of mathematics, Latin, and Greek, give unequivocal testimony to steady upward progress, and the rising standard of attainment among a widening circle of the people.' It is highly encouraging and instructive to learn, that so small a sum as £5000 annually, *well spent*, in aid of parish schools, will materially benefit a population of not less than *a quarter of a million*. Before leaving this Report, which contains much interesting matter relating to the state of education in these counties, attention must be called to the statement, that, after a careful inquiry, '*forty-nine of the parishes within the district are reported as containing no person between the ages of eight and twenty years unable to read; and thirty-eight parishes as containing none within these ages unable to write.*'

"We have said something as to the emoluments of parish schoolmasters in the best provided districts; were we to travel to the Highlands, we should find many of them in a state not far removed from pauperism. Many of them have incomes not exceeding £40 a year. That their emoluments, on the whole, are utterly inadequate, no man can question; and it may be assumed that, in order to raise the quality of the teaching, the pecuniary position of the schoolmasters must be improved. What might have been anticipated under the ordinary laws which regulate industry, is also stated to be the fact. Mr. Gordon writes:—'There is a proportion observed to exist, in general, between the income of a master, and his efficiency in the duties of his school; but this proportion is apt to be disturbed when he is encumbered with several of the adjunct offices now mentioned, and with one of them in particular.' The offices here alluded to are those of session clerk, heritors' clerk, parish registrar, and inspector of the poor; the last 'often laborious and lucrative, and always ill according with the proper occupation of a schoolmaster.'

"Next, *in number*, the parochial schools have long been felt to be quite insufficient for the public necessities. Their number is about 980; and we have seen that so early as 1704 the General Assembly began to take steps for the establishment of schools in the Highlands by means of general subscriptions. The efforts then begun seem never to have been entirely discontinued; and they have resulted in the establishment, as appears from the last report, of not fewer than 189 schools. Then there are sessional schools, some of them of considerable antiquity and importance; the number aided by the Privy Council being 66. The schools established by the Christian Knowledge Society seem to be about 150. To these, perhaps, should be added about 78 schools, established by the United Presbyterian Churches, and receiving no public aid; also the very large number of private and adventure schools and academies, carried on by individuals or societies both in town and country districts, but chiefly in the former.

"The schools already named as additional to the public schools, may be regarded as auxiliary or allied; a considerable proportion, at least, of those we have now to notice must be deemed rival. When the disruption of the Church of Scotland took place in 1843,

it was not unnatural that, actuated by a deep conviction that they were the representatives of the past tendencies, objects, and traditions of the Presbyterian Church, those who left the Establishment should endeavour to realize, in their new capacity, the old connection of church and school. The execution of this plan would probably have been postponed until more pressing claims had been provided for, had not several of the parochial schoolmasters been unfortunately removed from their office, in consequence of their adherence to the Free Church. This gave rise to the establishment of a separate system of schools over Scotland, not determined by the educational destitution of the localities, but by the religious views of a section of the inhabitants. These schools had thus their origin in the old connection between the public schools and the Church. They now amount in number to 619, besides two normal schools; and the scholars attending them to more than 62,000. The large proportion of these schools receiving aid from the Privy Council—viz., 405, besides the normal schools—testifies to their general efficiency. The scholars are usually drawn from all denominations, especially in towns, where, except in name and management, the schools hardly preserve a denominational character. Indeed, it is certain that eighteen years' experience has considerably modified the views prevalent in the Free Church as to the constitutional connection of the church and school; and were the subject to be now considered from the beginning, the practical result would, in all likelihood, be materially different.

"We must here say a few words about the Privy Council system in its relation to Scotland. This can be done without any general impeachment, for it was not originally designed for Scotland, but for England. When it was established, popular education in England was afforded chiefly by benevolent societies, having an ecclesiastical or religious organization. There were no national schools; and as it was not contemplated or deemed practicable to establish them, but only by means of regulated aid to elevate and extend the existing institutions, the system was probably well adapted to that purpose, and, it must be said, has done very much to improve the quality of popular education. The Report of the Commission affords satisfactory proof of this. In Scotland it was far otherwise. There the system came into contact with an established organization of public schools, which, in many respects, it has affected injuriously. Its tendency is to dissociate them from the Universities. It has improved the mechanical part of teaching, but is introducing a lower class of teachers; less cultivated, and of inferior education, as compared with those who, in the best districts, occupy the parochial schools. Of these a large proportion have studied, during several years, at one of the Universities; in the counties to which the Dick Bequest extends, *one hundred* of the schoolmasters are graduates in Arts. This injury, or incongruity, seems acknowledged by Sir J. K. Shuttleworth himself, who proposes to meet these cases by establishing University bursaries in favour of some of the students of the training colleges. But not only are the pupils, thus expensively and laboriously trained in the technical part of teaching, comparatively uncultivated and immature; they are also in many instances defective in scholarship, to such a degree as to disqualify them for discharging efficiently the duties of parochial schoolmasters; and yet their special training tends to favour their appointment.

"Then, more obviously, by giving aid to rival schools, this system injures the parochial school. And here the *wastefulness* of the system comes out prominently. In some cases it grants subsidies to two or three schools in the same locality, where one school would do the work better; for schools are not improved, but rather made worse, by the reduction of the number of pupils below a certain standard.* And this wastefulness occurs at a time when its formidable expense is limiting the efforts for popular education. It is the case of a father keeping up two establishments, while his children are crying for bread. We want aid for Gymnasia, or higher schools; we want aid for Ragged Schools; and meantime not only the public exchequer, but the public bounty, is drained of the means so much required. And the poorest classes are not reached by this system. The evidence on this point is uniform and conclusive; and it seems doubtful whether, even with the considerable amendments proposed by the Commissioners, the present system can be made available to the poorest. The amount stated in the estimates for the present year, just issued, is £803,794, showing an increase on the preceding year of £5627. The total amount of this sum appropriated to Scotland is £87,664.† For England and Wales the capitation grant amounts to £77,000; and, taking the estimated populations as a measure of proportion, this grant, if extended to Scotland, would add about £11,000 to the sum already stated,—giving a total of very little less than £100,000. If, as we have seen, £5,000 well spent has materially elevated the education in the northern counties, representing a population of a quarter of a million, what advantage may be anticipated from £100,000, as well spent, over the whole of Scotland?

"Now, it is of the utmost importance to find that, by those who attend the schools, the denominational element, as among Protestants, is scarcely regarded at all. The Report of the Commission as to England, founded on a very careful inquiry, is on this point quite decided; and also shows that, except where combined with Church attendance, the schools have no appreciable proselytising influence. As to Scotland, the reports of some of the inspectors are to the like effect. If there be difficulty, it does not come from the parents of the children, but from the managers of the schools, who attach importance to differences to which the parents do not give weight, where *good teaching* is the thing required. The condition of the burgh schools, already stated, shows that no ecclesiastical control is necessary, either to secure religious instruction or efficient general teaching. The reports of presbyteries to the General Assembly for last year, where the question of religious teaching is specially inquired into, mention *no instance of the neglect of religious teaching*, so far as we observe, although they embrace 1741 non-parochial schools, of which 51 are burgh schools, and 371 adventure schools. The answer under this head is uniform, 'None neglect religious instruction.' It may therefore be regarded as certain, that no system of elementary education could be maintained in Scotland in which religious instruction, conducted substantially as at present, did not form a part.

"Former attempts to put the parish schools on a more national basis have failed; and we believe all such attempts will fail until the pressing necessity is better recognized. In the words of the Lord Advocate, at the meeting of the Social Science Association in Glasgow—'Of all the difficulties which stand in the way of a national system of education, one of the most conspicuous and important is the want of due appreciation on the part of the public of the real importance of the question.'

The general tone of the papers read and of the discussions at that meeting, seems to show that some progress has been made towards agreement. As respects the parish schools, the practical difficulties are not great, the changes requisite not being fundamental. The appointment of the teacher might remain with the *heritors*,—the interpretation of the word being extended to its original meaning, and embracing all those whose names are on the valuation roll as proprietors, or at least within some very moderate limits.*

"We have now nearly completed our task, very inadequately, but at least with a desire to do justice. The immediate obstruction we find to be the tests. The objections on the part of a large proportion of the community to any religious teaching by Act of Parliament, would be obviated, it is believed, by some such arrangement as has been proposed: the opposition to all public aid of education is, in Scotland, too exceptional to be important.

"The most serious opposition comes at present from the Churches, or from those acting in their interest. Meanwhile, another generation is growing up with most inadequate means of education. It is true they do not use sufficiently the means they have, children being so early withdrawn from school; but is not that a reason why the quality should be as good as possible? The argument used for the tests, and also against any school organization not ecclesiastical—that there will be no security otherwise for religious teaching—is not always used honestly; and it implies distrust both of the Churches and people of Scotland.† From its felt importance, and from confirmed habit, a religious education has become a recognized necessity. Religious wants have greatly promoted education; more than any other cause, in its beginning, the desire to read the Bible in the vernacular; whose influence has, indeed, been pre-eminent—first impelling to the study of letters, then providing a literature so sublime and various, that they who have pondered that solitary Book can never be an uneducated people. The nation, having now 'attained its majority,' may naturally refuse to continue longer under subjection in the matter of education."

* Dr. Guthrie said, the denominational schools introduced a system of ruinous rivalry. He had been visiting a place in the Highlands, where they had three schools close together; he proposed that they should teach day about, and let two of the teachers go to the fishing, or where they liked.—*Transactions*, etc., p. 423.

† Expenditure from Education Grants, 'classified according to denomination of recipients, so far as these relate to Scotland (*Estimates for* 1861-62):—

On schools connected with Established Church	£44,376 11 9
Free Church	36,650 8 0
Episcopal Church	4,436 7 5½
Roman Catholic	2,203 13 6½

The number of schools thus aided appears (so far as we can collect them from the enumeration in the last Report for 1859-60) to be:—Parochial, 256; General Assembly, 205; Others—Established Church, 68; Free Church, 405; Episcopalian, 77; Roman Catholic, 28,—amounting, exclusive of the Roman Catholic schools, to 1011 schools. The expense of the *Establishment* in connection with this system amounts to £65,205, 17s., of which there is charged under the head of *Inspection*, £43,164, 17s. 3d.

* Principal Tulloch—'There are few intelligent Churchmen, I fancy, who would be disposed to contend for the exclusive connection of the parish teacher with the Established Church, so long as his appointment is left in the hands of the present electors.'—*Transactions*, p. 345.

† Mr. Murray Dunlop said: 'Tests were of no practical value; for while they kept back the conscientious, they were no barrier to the unprincipled. At the same time, he dissented from that part of Mr. Fraser's paper in which it was stated, that if the tests were removed, without any other safeguard being adopted, the religious teaching of the country would be endangered.—*Transactions*, etc., p. 422.

II. COMMISSION TO INQUIRE INTO THE CONDITION OF THE GREAT ENGLISH PUBLIC SCHOOLS.

Mr. Grant Duff gave notice that on Tuesday, April 23rd, he would move an address praying her Majesty to issue her Royal Commission to inquire into the state, discipline, and revenues of the colleges of Eton, Winchester, and Westminster, as well as all the endowed schools of England and Wales in which the Latin or Greek languages are taught, with a view to ascertain whether the great resources of these institutions may not be made more serviceable to education and learning.

With reference to this Commission, the *Daily News* makes the following remarks :—"The probable intention of Mr. Duff is to ascertain the condition of the great public schools, such as Eton, Westminster, Winchester, the Charterhouse, and of the numerous other endowed grammar schools—to investigate the precise amount of educational work they are doing, and to devise means for the purpose of extending and utilising to the utmost these valuable endowments. It should be remembered that the income of the grammar schools in England and Wales amounted some thirty years ago to a sum of £152,047, which has now been greatly increased.

These schools are distributed throughout the different counties and cities, and therefore everybody is more or less interested in the administration of this large fund, and in deriving from it all possible advantages. Hitherto the grammar schools have escaped that spirit of inquiry which has penetrated into all other educational institutions. Years ago the Scottish universities were inquired into and reformed—later the same fate befel the English universities, and we are told that in the course of the present month the Education Commissioners will publish their report, which will no doubt embrace the endowments appropriated to popular education.

"If there were reason to suppose that at present the grammar schools did their duty, the inquiry proposed by Mr. Grant Duff might seem superfluous. But the contrary appears to be the fact. Of all the public schools, there is none more eminent than Eton ; the number of boys now being educated there exceeds eight hundred. These are the youths who will some day not only fill seats in parliament, but become our judges, our bishops, our generals, and our admirals. It might seem tolerably certain that the parents of such boys would insist upon their sons receiving an education worthy of the place, and commensurate with the sum expended in procuring it. But, according to the opinion of Sir John Coleridge, one of the most illustrious of Eton men, and of others who are well acquainted with the system, it is far from being so efficient as it ought to be. Again, only a few months ago, a meeting took place of Westminster men for the purpose of considering what could be done to revive that decaying institution. Nor would it be difficult to mention other great schools, which, from some reason or other, present a melancholy contrast to their former magnificence. But, besides these great schools, there are hundreds of other endowed schools throughout the country, which at present are comparatively useless. The master is either totally incompetent and practically irremovable, or the free scholars are of such a character that they cannot take advantage of the classical education furnished. In fact, the whole system of free education as applied to the higher branches of knowledge, demands the most thorough investigation ; for at present it is certainly the opinion of many that such a system is mere waste and extravagance.

"These reasons would probably suffice to show the necessity of such a commission as that which is proposed. But there are others even more cogent. The changes in the mode of appointment to places in the public service and to emoluments in the Universities have rendered it more than ever necessary to place education within the reach of every citizen. It is quite true that, although appointments to India, to the army, to the civil service, to scholarships and fellowships, are thrown open to general competition, all lads will not have an equal chance of sharing in the prizes unless the means of education are placed within the reach of all. Under any circumstances the interest of the state is to obtain the man who will best fulfil the duties imposed upon him, and experience has shown that such a man is best secured by open competition. It is, of course, impossible to prevent men of wealth from giving their sons the advantage of a good tutor. But it becomes the duty of the state to see that the aids provided by the liberality of individual benefactors for those who have not the means of paying for these advantages should be turned to the best possible use. For this purpose, the first step should be to open the foundations of the public schools to general competition. It is quite true that at Eton and Winchester this has been tried with the most eminent success. Since this change at Eton it has been remarked that the collegers or foundation boys show themselves very superior to the rest of the school, although in old times it was far otherwise. But if this alteration has succeeded so thoroughly at Eton, why should not the same be done at Charterhouse? At that school it is notorious that a place upon the foundation is in fact the right to a gratuitous education, and, even after the boy goes to the university, he continues to derive very considerable emoluments. At present, the various boys are appointed by patronage, and the question which well deserves the consideration of a Royal Commission is—whether the mode of electing scholars at Charterhouse might not be assimilated to that practised at Winchester and elsewhere. Then there is the case of Merchant Taylors' School, where the boys are appointed by the members of the company. This school is especially connected with St. John's College, Oxford—a society which has earned a discreditable notoriety by being the only one in the University to resist the ordinance of the Commissioners. Narrow-minded as the Fellows of St. John's are, they have, however, boldly confessed that their body suffers by being connected with a school recruited as that of Merchant Taylors' is by pure nominees. Such instances might be multiplied indefinitely, but these must suffice.

It is clear, then, that whilst the endowed schools are the nurseries of the English youth, they are by no means in a satisfactory condition. But it further appears that the privileges which, in the case of the universities, have been swept away, are still retained by many of the largest endowed schools. This must be changed ; and the reform is the more urgent now, seeing that if they are retained at school after being abolished at college, a host of patronage lads will find themselves stranded at the opening of their career, having imbibed a taste for a mode of life in which neither their talents nor their means will enable them to indulge. In old times, when a particular place of birth, or a special genealogy procured a boy a provision for life, parents had no occasion to consider the talents of their son, or whether he had a turn for literary pursuits. But under a system in which a boy cannot obtain a scholarship or a fellowship after leaving school without proof of conspicuous merit, it becomes an important question for a parent whether he should keep his son at a public school or not. It is surely a doubtful kindness to tempt a father to send his boy to the Charterhouse by offering him an appointment on the foundation, unless the boy is likely to be able to qualify himself for advancing to the university. Moreover, it is a mere matter of justice that the educational endowments should be made as generally useful as possible—so that the boy who is most eager to benefit by them should be able to gratify his wish. The chief purpose of those who endowed the grammar schools was to furnish the means of education to those who had not the means within their reach ; and the effect upon the humblest man in society who sees the son of his neighbour rise to distinction by his own merit, will surely be to induce him to follow the example. Only let the small shop-keeper, the mechanic, and the labourer know that his son has the chance of rising to distinction by his own intellectual exertion, and an impetus will be given to education which it is impossible to over-estimate.

For this purpose, the endowed schools must be opened after the fashion of the Universities, and the great schools of Eton and Winchester. The facts, however, connected with the subject, are but imperfectly known, and it requires the aid of a commission to bring them prominently before the public."—*English Journal of Education.*

III. Papers on Practical Education.

1. MAXIMS FOR TEACHERS.

By the Author of "Sunday School Notes and Sketches," "Sunday School Gems," &c.

I. *Be early.* In other words be punctual—be in time. If, teachers, you are not early in the school, where is your self-respect? where is your solicitude for the children entrusted to your charge? where is the beauty of your example? where is your intellectual and moral power? where, indeed, is your consistency? Further than this, where is your sense of justice? Besides, if you are late and irregular, the children in your schools will imitate you, and *soon* do it. Your irregularity will inevitably render them irregular also. You must move with the punctuality and precision of the well-regulated clock. Nothing must be out of order.

II. *Be well qualified.* Determine on this—that you will understand what you teach ; that you will have well-informed minds ; that your acquaintance with language shall be clear, correct, full ; that your tact and ability in the great work of education shall be obvious to all. Aim at superior attainments, and labour hard, that they may be acquired and unfolded. A well qualified teacher will invariably command respect, produce impression, and make his way ; but what can an ignorant, lazy, ill-qualified preceptor accomplish?

III. *Be decided.* Think for yourselves—have your opinions—express and maintain them, if you have valid reasons for believing that they are sound and good. In the school, dealing with children and youth, do not be vacillating. Do not cherish unfixed sentiments.

In matters of education have your minds made up: mark out your course, and steadily and boldly pursue it. An undecided teacher, whose opinions are always loose and floating, is worth nothing; indeed, he inflicts *positive injury*. If you want to do good, to have influence—be decided.

IV. *Be simple in your attire.* You cannot be too particular in observing this direction. Children and youth are very quick and shrewd, and they soon notice the habits, the manners, and even the *dress* of their teachers. Beware, then, of finery,—of undue expensiveness, or improper show with regard to your apparel. Be uniformly neat, female teachers, but never gaudy. Remember that a Christian teacher should be simple in her attire, and that the most educated, and also the most genteel, are invariably the most unpretending in their garb. There is nothing to attract attention—nothing finical—nothing extravagant. Let not your persons, female teachers, be unduly decorated. If the children see, by your ornaments, by the attention which you concentrate on the exterior, that dress is the *principal* thing regarded, you will not be respected, you will do little; indeed, your instruction will be effectually neutralized.

V. *Be unassuming.* Keep your place—maintain your standing—properly magnify your office—still, be *unpretending*—uniformly develope a lowly spirit. Scarcely anything, teachers, will beautify you more, or recommend you more powerfully, than humility. It will lend a charm to all you say and all you do. When you are modest in the estimate which you form of yourselves—unpretending in your intercourse with each other, and without assumption or arrogance in imparting instruction to the young, or maintaining discipline among them, there is peculiar attractiveness given to your character and conduct; and it is most gratifying to observe frequently, how powerful and beneficial is the effect produced on the minds of children by the tone of voice, by the uniform spirit, by the arrangements, discipline, and labours of a truly humble teacher.

VI. *Be amiable and kind.* Ever remember, teachers, that in the work of education, whether purely intellectual or religious, nothing, comparatively, can be effected without kindness—a bland and amiable demeanor. Children, like adults, are to be won, generally, *by love*. If you are rigid, inflexible, and endeavouring continually to coerce them and terrify them, thinking of nothing but punishment—severe discipline—you will not accomplish much, and you are acting in the most unphilosophical and foolish, as well as in the most unscriptural manner.

We do not want you to be *too kind*—to relax unduly; this would be wrong and injurious; still, be it always observed, that the law of intelligent, and especially of *Christian kindness*, must be the *only* law to govern the school, pre-eminently the sabbath-school, and no other is required. By this kind and amiable spirit, children and youth are drawn, powerfully and universally influenced, and, indeed, savingly blest.

VII. *Be active and energetic.* Vigilantly guard against inactivity—against anything like an indifferent, slothful, lazy temper. If you are not active and full of energy, who should be?

You *must be* energetic *now*, teachers, or you will bring dishonour on yourselves and the cause with which you are identified. Every department of society, and of the church, is, at the present time, full of animation, and are you to be cold, sluggish, and insensible? A sleepy teacher now must make way for the preceptor who is awake—who is animated—who is all energy—who is concentrating his powers and efforts.

A drone among teachers, at the present working period, must be *driven out of the hive;* all now must labour in the school-room, and labour more vigorously and entirely than ever. Be then resolved to develop from day to day the enlightened and "full-toned energy" which an efficient teacher will be sure to discover. Such energy will never be lost. It will infallibly yield fruit both to yourself and others.

VIII. *Be self-denying.* You will invariably find this temper, valued teachers, most necessary in the school-room; indeed, you can do nothing without its habitual cultivation. Self-sacrifice will be uniformly requisite when instructing children and youth, and those especially who are dull, wayward, perverse, what condescension is necessary! what labour is demanded! what difficulties must be overcome! what struggles and hardships, which none but the teacher knows, must be endured! And if an instructor be in the sabbath-school, educating children in the great principles of the gospel, he must live not to please himself but his divine Master; and if he wish to resemble the great Teacher, when he enters the school, his motto must be, "Here I labour, not to please myself, but to serve and honour the Redeemer."

IX. *Be patient.* This is a prime quality for you to unfold; an essential feature for you to express; an indispensable habit for you to cultivate. Unless, teachers, you uniformly exercise this spirit you will be soon discouraged, your labours will be unblest, and you yourselves will fail in exemplifying one of the most desirable and important features which the character and efforts of an educator shall discover.

You must be patient and forbearing, else you cannot long sustain the office of the teacher. Children and youth sadly try the temper: there is, assuredly, much to bear with—much to endure under the most favourable circumstances—still, if you wish to accomplish anything, you must bear with them—you must pity their infirmities—you must pass by their occasional listlessness and waywardness—you must forgive their sins of omission and commission, remembering that you were children *once* yourselves. Never be implacable with a child; never give up a child hastily; or, in a fit of impatience, abandon a youth too soon! This is a golden rule for every day or Sabbath-school instructor.

"Patience" is a word which the educator must have engraven in capital letters, not on his desk merely, but on his memory and on his heart, and which he must keep ever before him.

X. *Be persevering.* Never let it be seen that you are fickle, inconstant, capricious—that there is to be no confidence reposed in you—that you cannot be depended on for steady and unremitting effort. Teachers, you must be no changelings! You must be fixed in your sentiments, decided in your character, unceasing in your endeavours. You must be the same persons from year to year—only, if there be any change, it must be developed by your increased energy, and by the untiring character of your efforts. Enter the school from principle. Let all your labours spring from love to the children, and from an earnest desire to be useful; then you will and must persevere. You cannot flag; you cannot be fitful and uncertain; but devoted, undeviating, and increasingly fervent in your exertions.

XI. *Be anxious to fulfil your mission.* You have noble plans to form, and you must form them. You have great undertakings to execute, and you must accomplish them. You have not entered the school-room, teachers, without a purpose—without an object—without having a great result in view. *Do, then, your work!* Regard, then, your end! Let the nature of your mission, the importance of your mission, the means to accomplish your mission, and the results flowing from the execution of your mission, be always before your minds. Let everything you do bear, either directly or indirectly, on the fulfilment of your high mission.

XII. *Uniformly rely on the Divine blessing.* The enjoyment of that blessing will be *everything* to you,—without it, your services will be poor and ineffective indeed. You need the Divine blessing to illumine the youthful mind, to prepare the minds of children and youth for listening to your instructions, for appreciating your counsels, and for rendering all your efforts permanently beneficial. Rely, then, simply on that blessing, that you may not labour in vain. An educator of the youthful mind cannot commit himself too simply to the direction of Infinite Wisdom,—cannot confide too earnestly in Infinite power, goodness, and love. If heaven bless your plans and endeavours, you cannot be inoperative: knowledge will be imparted, the mind will be disciplined, character will be formed, and impressions, of the utmost value, will be produced, which will never be effaced.—*English Journal of Education.*

2. SELF-CONTROL IN A TEACHER.

From the days of Solomon even unto the present, the duty of self-control has been urged in proverbs and aphorisms. But in no position is the exercise of this virtue more demanded than in the school room. The "man that ruleth his own spirit," will always be superior in school management, to him who, though highly endowed with intellect and education, is yet wanting in this quality of mind. It may be assumed, that in school the general *tendency* is to disorder and anarchy. Hence the necessity for some force from without, to reduce this disorder to order, this anarchy to system and rule.

All this must originate from the self-control of the teacher, for there is no true government of others without government of self, first of all. In times of danger and imminent peril at sea, as the safety of all will depend on the self-control of the captain, so occurrences will arise in school administration, in which absence of self-control will shipwreck the most precious interests.—*Indiana School Journal.*

3. ENGLISH EXAMINATION PAPER ON SCHOOL MANAGEMENT.

Sect. I.—1. In teaching to read, what are the respective advantages of the Phonic method and the Look-and-say method?

2. What are the chief faults to be noticed in articulation? State how you would correct each.

3. What method would you adopt with your first class to secure a proper emphasis and expression? Would learning by heart assist this or not?

Sect. II.—1. How do you intend to teach spelling?

2. Will an acquaintance with the derivation of words assist correct spelling? How should derivation be introduced at first?

3. What are the errors into which a pupil-teacher would be apt to fall in questioning children on the meaning of words? Write out directions to warn him of them, and suggest the best method.

Sect. III.—1. What are the faults in writing to which you would give most attention? Suppose you are giving a pupil-teacher directions.

2. What method would you adopt to secure straight writing in books which are not ruled?

Sect. IV.—1. How would you arrange a lesson on numeration for children who are to begin arithmetic?

2. How would you teach the multiplication table?

Sect. V.—1. At what stage of children's progress in arithmetic would you begin Mental Arithmetic? or would you teach Mental Arithmetic before they used slates? Give your reasons.

2. In a country school, where the children are very young, what subjects would you teach? in what order? and what books and apparatus would you require?

Three hours allowed for this paper.

Write the first line of your first answer as a specimen of copy setting in *large hand*, and the first line of your second answer as a specimen of copy setting in *small hand*.

1. Define, as clearly as you can, the following terms:
   Education.
   Elementary school.
   School Management.
   School Organization.

2. Mention the most necessary articles of school furniture, and explain the use of each briefly.

3. Describe three or four different methods of arranging a class, noticing the merits of each.

4. Construct a "Time-table" for a school of four classes with two pupil teachers.

5. Describe your method of conducting a reading lesson, (1) in the lowest (2) in the highest, class of your school.

6. To what do you ascribe the slow progress of most children in learning to write? How would you remedy this?

7. *For Boys.*—What are the uses of the Ball-frame, Black-board, and Text-book, respectively, in teaching Arithmetic?

   For Girls.—How was your school supplied with needlework? Give some plain directions for cutting out a shirt sleeve.

8. What means do you consider most efficacious for securing regularity of attendance?

9. What is meant by "The highest weekly average" in school registration?

10. How would you ascertain the mean term of schooling, *i. e.*, the length of time during which each child on an average continued to attend school?

11. Give four or five simple rules to guide a young teacher in the matter of *punishments*.

12. What are the advantages and disadvantages of Prizes?

13. What is meant by *emulation*? How may the principle be safely introduced into the work of a school?

14. "Provoke not your children to anger, lest they be discouraged." What practical hints can you deduce from this text for the guidance of young children?

---

4. EXAMINATION QUESTIONS IN DOMESTIC ECONOMY.

MODEL SCHOOL, TORONTO, JUNE 1861.

Time—Three hours.

1st. What reason can you give for introducing Domestic Economy as a branch of study in Female Schools?

2nd. Give directions for setting a table.

3rd. Rules for carving and helping at table.

4th. Observations on the care of bed rooms and chambers.

5th. Give directions for making a bed.

6th. In what culinary operations is *soft* water preferable to *hard*?

7th. Is not *hard* water in some cases *better* than soft?

8th. Give directions for boiling a joint of fresh meat; for boiling a ham; for broiling a beef steak.

9th. Why should flesh be changed as little as possible in cooking?

10th. Why should vegetables always be eaten with salted meat?

11th. How does fermentation make dough light?

12th. What is the effect of baking upon bread?

13th. Show the high nutritive properties of bread made from wheat, by comparing it with *milk*, which constitutes the sole food from which all parts of the young animal are formed, and also with blood, which supplies the whole body with its elements of nutrition.

14th. Give directions for making a cup of coffee. State reasons for roasting and grinding the coffee-berry.

---

5. NECESSITY FOR THE SLATE AND BLACKBOARD.

The slate and blackboard are both indispensable instruments in primary teaching. Drawing has too long been regarded as an accomplishment to be acquired only by the few. It should be deemed a necessity, and the elements at least be acquired by the many. I have long been of the opinion that the elements of linear and mechanical drawing should be included in the common school course, and that the former, at least, should be commenced in the primary department. Beginning with the straight line, let the class be taught to draw it; first as a horizontal, next as a perpendicular, then at all the intermediate angles. Let them afterwards try to divide the line by the eye, without measurement, into two, three, or more, equal parts, till they can do it promptly and well. Then take up the curves, the circle, and the simple geometrical figures, &c. Great progress can be made in these elements, by very young children, and, besides the immense advantage to them in life, they will take great interest in the exercise. The letters of the alphabet furnish an admirable series of exercises in drawing. Nearly all the primary movements, as straight lines, perpendicular, horizontal, oblique, curves, &c., are involved in their formation. Especially is this true of the capitals. Some of the best teachers of the art employ them as copies, even for more advanced pupils. For primary scholars, it is an excellent training for the eye and hand, and, while imparting knowledge and skill in the elements of drawing, it *incidentally* fixes the name and shape of each letter indelibly in the memory, for, when a child has learned to draw a letter correctly, and to associate with it its appropriate name, he will not forget it. Thus, while the eye and hand are being trained to skill—while the first principles of a noble and useful art are being thoroughly learned—while the mind is pleasantly excited and interested, instead of being wearied and stupified, the alphabet itself is completely mastered; incidentally, almost unconsciously. The names of the letters are not only more permanently learned in this way than by the old routine repitition process, but in less than half the time. This is not theory, but fact. It has been demonstrated by a thousand trials. That such an amount of precious time is annually wasted in the effort to print the mere names of the twenty-six characters of our language upon the memory of the child, by the endless iteration of a–b–c, would be ludicrous, if it were not so sad. Not only one, but several school terms are often squandered, before the stupendous result is achieved! And when at last the victory is won, how poor and barren it is—the child can call the names of twenty-six crooked, dry, unmeaning things! that is all. No mental power has been developed; no new faculty has been awakened; no pleasure has mingled in the weary task; the mind is deadened, almost stultified; the child is disgusted with his book and tired of school, but he *knows his letters*, and great is the rejoicing of friends! There is, thank God, "a more excellent way." It is difficult to over-estimate the good effects of a judicious use of the slate and blackboard in primary schools. No school room for small children is equipped without them—no one is fit to be a primary teacher who is unable or unwilling to use them.—*N. Bateman.*

---

6. EDUCATION OF THE STREET.

One of our exchanges contains an anecdote of a City Missionary who visited an unhappy man in our jail, waiting his trial. "Sir," said the prisoner, tears running down his cheeks, "I had a good home education; it was my *street education* that ruined me. I used to slip out of the house, and go off with the boys in the street. In the street I learned to lounge; in the street I learned to swear; in the street I learned to smoke; in the street I learned to gamble; and in the street I learned to pilfer. Oh! sir, it is in the street the devil lurks to work the ruin of the young!" Yes, that's it! In the street! Some boys are always in the street. They sleep and eat at home, but they *live* on the street; they seek amusement on the *street*; they do all the work they have on the street; they get their education on the street; they *enter society* on the street; and the devil finds and enlists them in his service on the street. Oh! parents, keep your sons off the street. All the means in the world cannot save them if they go much on the street.

---

7. MANNERS AND MORALS AT SCHOOL.

Many a boy comes from school with his first knowledge of forbidden things. He learns there his first profane or obscene word. He there receives his first lessons of insolence and disobedience, and becomes coarse and rude in his manners. How often have parents mourned over a child's innocence lost at school. It is easy

to say that this evil necessarily results from the child's contact with an evil world, and that the school is not responsible. But while there is truth in the suggestion that evil is inevitable, and may be expected to come to the child from companions at school, as elsewhere, it is equally true that the school is responsible, to the extent of its most earnest endeavour, to counteract the dangers of evil companionship, and to impress the great lessons of purity and truth, generosity, integrity and affection, upon every heart within its control. This cultivation of the better sentiments, and finer impulses of the heart, is recognized in our statutes as a prominent duty of teachers. And yet I rarely find it receiving any distinct attention. I am well aware that there is no place in the school-room for protracted homilies on moral duties. But the teacher so inclined, and rightly estimating his responsibility in this regard, can easily exert his influence to suppress the wrong and encourage the right and the true. In a thousand ways, sometimes quite unnoticed, he may inspire a love of what is beautiful and good, and frown his disapproval on all that is low and unmanly. Under such an influence, the profane and vulgar have often been reformed, and the whole moral atmosphere of the school-room purified. Parents and school authorities have need to combine their counsels and efforts with those of the teacher, to secure a result at once so desirable and so difficult. Our schools will not have reached their highest success, until they have acquired a more controlling moral power over the children in their care; until they have succeeded in producing a generation of youth better educated in sentiment and principle, as well as in knowledge. It is better children, not brighter, that we most need; children who shall be fitted to adorn and bless the circles in which they will soon become controlling spirits.—*E. P. Weston, Supt. Maine Schools.*

8. GEOGRAPHY OUT OF DOORS.

"When about to introduce the study of Geography, the intelligent teacher will take the children out of the school room to the road or fields, where we may suppose a conversation to take place in which the teacher will communicate something like the following, —the children asking questions and also answering those of the teacher.

We will now stand upon the hill opposite the school-house and see what is around us. The objects at our right hand are *east* of us, or in the direction where the sun rises; those at our left hand, or in the direction of the sun's setting, are *west* of us. The field at the right or to the north of the school-house is level, and may be called a *plain*. Sometimes a plain is barren, and then it is called a *desert*.

Beyond the plain are high masses of land, called *mountains*. When a mountain sends forth fire, smoke, and melted stones from its top, it is called a *volcano*. Far off in the north between two mountains, is a portion of low land called a *valley*.

At the left of us is a body of fresh water. This is a *pond*, or small lake. In the lake is a portion of land entirely surrounded by water. This is an *island*, and the point of land extending into the water from the main land, is a *cape*.

The narrow passage of water between the island and cape is a *strait*. From the lake a stream of water called a river, flows on through the valley to a very large body of water called an *ocean*. If we were on the top of the mountain we could see the ocean. The land which is next the water is a *shore* or coast.

As we study Geography we shall learn about some countries that have very high mountains and about others that are mostly level. Some have large rivers and lakes. Some are very cold and others are very warm. Our Geography will tell us the names of these countries, and we can find them on the maps."—*Connecticut Common School Journal.*

9. GEOGRAPHICAL FORMULA.

We give a formula, or list of topics for the description of any country, which has been presented at Teachers' Institutes, and may be found useful, especially in advanced classes.—The formula can be abridged or modified to suit circumstances, and it is of course open to criticism and improvement:—

FORMULA FOR DESCRIBING A STATE OR COUNTRY.

I. Position.	1. Local. 2. Mathematical, (Lat. and Long.) 3. Finite, (Boundaries.)
II. Area.	1. Real, (in square miles.) 2. Comparative, (with Wisconsin.) 3. Amount under Cultivation.
III. Contour.	1. Sinuosity, (by coast-lines, rivers, &c.) 2. Profile, (giving mountains, water-sheds, table-lands, &c.)
IV. Waters.	1. Seas, Gulfs, &c. 2. Navigable Rivers. 3. Navigable Lakes.
V. Physical Features.	1. Soil. 2. Climate. 3. Salubrity.
VI. Population.	1. Total. 2. Fractional, (by nationalities.) 3. To the square mile.
VII. Resources and Productions.	1. Of the forest and sea. 2. Mineral. 3. Agricultural.
VIII. Avocations. (In order of importance.)	1. Agricultural. 2. Manufacturing, &c., &c.
IX. Cities.	1. Capital. 2. Noteworthy places. 3. Containing 5000 inhabitants.
X. Commercial Facilities.	1. Rail Roads. 2. Canals. 3. Miscellaneous.
XI. Polity.	1. Civil. 2. Educational. 3. Religious.
XII. Characteristics.	1. Individual. 2. Social.
XIII. History.	1. First settlement. 2. Admission into Union. 3. Other Leading Events.
XIV. Curiosities.	1. Natural, (Volcanoes, Cataracts, &c.) 2. Animal and Vegetable. 3. Artificial, (ancient or modern.)

QUESTIONS.

1. More water by far flows down the Mississippi, than ever reaches the Gulf of Mexico; what becomes of it? *Ans.*—It is absorbed.

2. What is most remarkable about the position of the islands of Great Britain and New Zealand? *Ans.*—One is in the centre of the land, and the other of the water hemisphere.

10. THE TRUE EDUCATIONAL DOCTRINE.

In the last semi-annual report of the Hon. John D. Philbrick, Superintendent of the Boston schools, we find the following, which we think will apply to Connecticut just as well as to Massachusetts:

"Our system of public education is founded on the principle, early adopted and constantly maintained by our ancestors, that it is the undoubted right and the bounden duty of government to provide for the instruction of all youth. For this purpose every man is held subject to taxation in proportion to his property, without regard to the question whether he himself have, or have not, children to be benefitted by the education for which he pays. The first secretary of the Massachusetts Board of Education described the foundation of our common school system in the three following propositions:

"The successive generations of men, taken collectively, constitute one great commonwealth.

"The property of this commonwealth is pledged for the education of all its youth, up to such a point as will save them from poverty and vice, and prepare them for the adequate performance of their social and civil duties.

"The successive holders of this property are trustees, bound to the faithful execution of their trust by the most sacred obligations; and embezzlement and pillage from children and descendants have not less of criminality, and have more of meanness, than the same offences when perpetrated against contemporaries."

In recognition of these principles, the fundamental law of the state enjoins upon legislators and magistrates in all future periods, the duty to cherish the interests of "Public Schools and Grammar Schools in the towns."

11. THE WAY THE ENGLISH BRING UP CHILDREN.

The English bring up their children very differently from the manner in which we bring up ours. They have an abundance of out-door air every day, whenever it is possible. The nursery maids are expected to take all the children out airing every day, even infants. This custom is becoming more prevalent in this country, and should be pursued wherever it is practicable. Infants should be early accustomed to the open air. We confine them too much, and heat them too much for a vigorous growth. One of the finest features of the London parks is said to be the crowds of nursery maids with their groups of healthy children. It is so with the promenades of our large cities to a great extent, but is less common in our country towns than what it should be. In consequence of their training, English girls acquire a habit of walking that accom-

panies them through life, and gives them a much healthier middle age than our women enjoy. They are not fatigued with a walk of five miles, and are not ashamed to wear, when walking, thick-soled shoes, fitted for the dampness they must encounter. Half of the consumptive feebleness of our girls results from the thin shoes they wear, and the cold feet they must necessarily have. English children, especially girls, are kept in the nursery, and excluded from fashionable society and all the frivolities of dress, at the age when our girls are in the very heat of flirtation, and thinking only of fashionable life.—*Connecticut Common School Journal.*

12. CHARACTER IS POWER.

It is often said that knowledge is power, and this is true. Skill or faculty of any kind carries with it superiority. So, to a certain extent, wealth is power, and rank is power, and intellect is power, and genius has a transcendant gift of mastery over men. But higher, purer, and better than all, more constant in its influence, more lasting in its sway, is the power of character,—that power which emanates from a pure and lofty mind. Take any community, who is the man of most influence? To whom do all look up with reverence? Not to the "smartest" man, nor the cleverest politician, nor the most brilliant talker, but he who, in a long course of years, tried by the extremes of prosperity and adversity, has approved himself to the judgment of his neighbours and of all who have seen his life, as worthy to be called wise and good.

JOURNAL OF EDUCATION, Upper Canada.

TORONTO: JUNE, 1861.

*** Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases where so many letters are received (nearly 1,000 per month) on various subjects.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR UPPER CANADA, FOR THE YEAR 1861.

Circular to the Clerk of each County, City, Town, and Village Municipality in Upper Canada.

SIR,—I have the honour to transmit herewith, a certified copy of the apportionment, for the current year, of the Legislative School Grant to each City, Town, Village, and Township, in Upper Canada. This apportionment will be payable at this Office, to the Agent of the Treasurer of your Municipality, on the 1st of July, provided that the School Accounts have been duly audited, and, together with the Auditors and Local Superintendents' Reports, have been transmitted to the Department.

The basis of apportionment to the several Counties and Cities for this year, is the census returns of 1861, which have been procured for that purpose by this Department from the Bureau of Statistics at Quebec. This apportionment to the Counties has been sub-divided among the several Townships, Towns, and incorporated Villages, according to the statistical returns of school population for 1860, which have, for this purpose, been carefully revised and corrected in this Department. Many inequalities in the apportionment have thus been removed, and all parts of the Province share in the grant upon equal terms, and in accordance with the demands made upon each locality, for school accomodation and instruction. By this means also a more just and equitable apportionment has been made to those new and thinly settled Counties where poor schools have heretofore existed, and where the ordinary Legislative and Municipal grants have not been sufficient to enable Trustees to sustain the schools during the whole year.

As much difficulty has hitherto been experienced in making an equitable apportionment to Union Schools, a plan has this year been adopted which I think will entirely obviate this difficulty. The school population reported in each Union Section has been carefully divided among the respective townships concerned, and the apportionment has then been made to the township. Thus to each township an apportionment has been made according to the entire School population in the township as reported by the Local Superintendents.

Where Separate Schools exist, the sum apportioned to the Municipality has been divided among the Common and Roman Catholic Separate Schools therein, according to the average attendance of pupils at both classes of Schools during that year, as reported by the Trustees.

The gross sum apportioned this year is about $4,000 more than that of last year.

Owing to the delay in procuring certain necessary information from Quebec, the apportionment for 1861 could not be made in the usual time.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

I am, Sir, your obedient Servant,

E. Ryerson

Education Office,
Toronto, 24th June, 1861.

APPORTIONMENT TO COUNTIES, FOR THE YEAR 1861.

1. COUNTY OF GLENGARRY.

Townships.		Apportionment.
Charlottenburgh		$663 00
Do. for Separate Schools	$73 00	
Kenyon		515 00
Lancaster		497 00
Do. for Separate Schools	33 00	
Lochiel		539 00
Do. for Separate School	69 00	
	$175 00	$2214 00

Total for County, $2389.

2. COUNTY OF STORMONT.

Cornwall	$562 00
Finch	223 00
Osnabruck	707 00
Roxborough	352 00
	$1844 00

3. COUNTY OF DUNDAS.

Matilda	$555 00
Mountain	466 00
Williamsburgh	513 00
Winchester	503 00
	$1977 00

4. COUNTY OF PRESCOTT.

Alfred		$156 00
Caledonia		144 00
Hawkesbury, East		377 00
Do. for Separate Schools	$85 00	
Do. West		225 00
Longueuil		198 00
Plantagenet, North		292 00
Do. South		152 00
	$85 00	$1544 00

Total for County, $1629.

5. COUNTY OF RUSSELL.

Cambridge	$73 00
Clarence	179 00
Cumberland	307 00
Russell	206 00
	$764 00

6. COUNTY OF CARLETON.

Fitzroy		$302 00
Do. for Separate School	$24 00	
Gloucester		487 00
Do. for Separate School	26 00	
Goulbourn		360 00
Gower, North		267 00
Huntley		324 00
March		161 00
Marlborough		307 00
Carried forward	$50 00	$1501 00

COUNTY OF CARLETON—*Continued.*

Townships.		Apportionment.
Brought forward	$30 00	$31508 00
Nepean		463 00
Do. for Separate School	18 00	
Osgoode		599 00
Torbolton		62 60
	$68 00	$3241 00

Total for County, $3309.

7. COUNTY OF GRENVILLE.

Augusta		$678 00
Edwardsburgh		581 00
Do. for Separate School	$33 00	
Gower, South		137 00
Oxford on Rideau		625 00
Wolford		442 00
Do. for Separate School	16 00	
	$59 00	$3358 00

Total for County, $3392.

8. COUNTY OF LEEDS.

Bastard and Burgess South		$515 00
Crosby North		288 00
Do. South		222 00
Elizabethtown		627 00
Elmsley South		169 60
Escott Front		182 00
Kitley		398 00
Leeds and Lansdowne Front		461 00
Do. for Separate School	$31 00	
Leeds and Lansdowne Rear		249 00
Yonge Front		221 00
Do. and Escott Rear		284 00
	$31 00	$3586 00

Total for County, $3617.

9. COUNTY OF LANARK.

Bathurst		$366 00
Beckwith		208 00
Burgess North		139 00
Dalhousie and Lavant		177 00
Do. for Separate School	$8 00	
Darling		100 00
Drummond		246 00
Elmsley North		157 00
Lanark		341 00
Montague		460 00
Pakenham		310 00
Ramsay		418 00
Sherbrooke North		20 00
Do. South		68 00
	$8 00	$3070 00

Total for County, $3078.

10. COUNTY OF RENFREW.

Admaston		$317 00
Algona		28 00
Alice and Petewawa		98 00
Bagot, Blithfield, Brougham, and Sebastopol		261 00
Bromley		253 00
Grattan		121 00
Horton		167 00
McNab		242 00
Pembroke		60 00
Ross		154 00
Stafford		49 60
Westmeath		254 00
Wilberforce		197 00
		$2171 00

11. COUNTY OF FRONTENAC.

Bedford, Olden, and Oso		$166 00
Do. for Separate School	$40 00	
Hinchinbrooke		77 00
Kingston		487 00
Do. for Separate School	14 00	
Loughborough		329 00
Pittsburgh		421 00
Do. for Separate Schools	53 00	
Portland		332 00
Storrington		345 00
Wolfe Island		316 00
Do. for Separate Schools	37 00	
	$145 00	$2473 00

Total for County, $2618.

12. COUNTY OF ADDINGTON.

Townships.		Apportionment.
Amherst Island		$134 00
Anglesea and Barrie		17 00
Camden East		799 00
Do. for Separate School	$19 00	
Ernestown		527 00
Kaladar		68 00
Sheffield		351 00
Do. for Separate School	23 00	
	$42 00	$1876 00

Total for County, $1918.

13. COUNTY OF LENNOX.

Adolphustown		$95 00
Fredericksburgh North		207 00
Do. South		146 00
Richmond		451 00
		$876 00

14. COUNTY OF PRINCE EDWARD.

Ameliasburgh		$424 00
Athol		266 00
Hallowell		358 00
Do. for Separate School	$35 00	
Hillier		306 00
Marysburgh		465 00
Sophiasburgh		332 00
	$35 00	$2106 00

Total for County, $2141.

15. COUNTY OF HASTINGS.

Elzevir		$107 00
Hungerford		457 00
Do. for Separate School	$22 00	
Huntingdon		372 00
Madoc		496 00
Marmora		160 00
Rawdon		440 00
Sidney		630 00
Thurlow		502 00
Do. for Separate School	28 00	
Tudor		51 00
Tyendinaga		951 00
	$50 00	$4166 00

Total for County, $4216.

16. COUNTY OF NORTHUMBERLAND.

Alnwick		$128 00
Brighton		461 00
Cramahe		395 00
Haldimand		708 00
Hamilton		645 00
Monaghan South		140 00
Murray		452 00
Percy		375 00
Do. for Separate School	$24 00	
Seymour		456 00
	$24 00	$3760 00

Total for County, $3784.

17. COUNTY OF DURHAM.

Cartwright		$339 00
Cavan		532 00
Clarke		962 00
Darlington		797 00
Hope		584 00
Manvers		514 00
		$3619 00

18. COUNTY OF PETERBOROUGH.

Asphodel		$408 00
Belmont		103 00
Douro		403 00
Dummer		260 00
Ennismore		133 00
Monaghan North		169 00
Otonabee		469 00
Do. Separate School	29 00	
Smith		863 00
	$29 00	$2303 00

Total for County, $2332.

19. COUNTY OF VICTORIA.

Townships.		Apportionment.
Eldon		$291 00
Emily		595 00
Fenelon		275 00
Galway, Lutterworth, Minden, Snowdon and Somerville		52 00
Hartpoza		659 00
Ops		416 00
Verulam		176 00
		$2408 00

20. COUNTY OF ONTARIO.

Brock		$536 00
Mara and Rama		318 00
Pickering		946 00
Reach		699 00
Scott		282 00
Scugog Island		80 00
Thorold		174 00
Uxbridge		439 00
Whitby		408 00
Whitby East		887 00
		$4271 00

21. COUNTY OF YORK.

Etobicoke		$340 00
Do Separate School	$10 00	
Georgina		176 00
Gwillimbury North		149 00
do East		608 00
King		857 00
Markham		1064 00
Scarborough		598 00
Vaughan		880 00
Whitchurch		641 00
York		969 00
do Separate Schools	$100 00	
	$110 00	$6232 00

Total for County, $6392.

22. COUNTY OF PEEL.

Albion		$592 00
Caledon		502 00
Chinguacousy		801 00
Gore of Toronto		179 00
Toronto		694 00
		$2768 00

23. COUNTY OF SIMCOE.

Adjala		$859 00
Essa		304 00
Flos		167 00
Gwillimbury West		391 00
Innisfil		498 00
Medonte		218 00
Mono		457 00
Mulmur		207 00
Nottawasaga		362 00
Orillia		157 00
do Separate School	$62 00	
Oro		415 00
Sunnidale		60 00
Tay and Tiny		206 00
Tecumseth		531 00
Tossorontio		103 00
Vespra		104 00
do Separate School	$13 00	
	$75 00	$4421 00

Total for County, $4496.

24. COUNTY OF HALTON.

Esquesing		$337 00
Nassagaweya		288 00
Nelson		523 00
Trafalgar		635 00
		$2388 00

25. COUNTY OF WENTWORTH.

Ancaster		$522 00
Barton		243 00
Beverley		753 00
Binbrooke		232 00
Carried forward		$1749 00

COUNTY OF WENTWORTH—*Continued.*

Townships.		Apportionment.
Brought forward		$1749 00
Flamborough East		418 00
do Separate School,	$33 00	
Flamborough West		453 00
Glanford		243 00
Saltfleet		340 00
	$33 00	$3203 00

Total for County, $3236.

26. COUNTY OF BRANT.

Brantford		$790 00
Burford		724 00
Dumfries South		461 00
Oakland		102 00
Onondaga		268 00
		$2345 00

27. COUNTY OF LINCOLN.

Caistor		$250 00
Clinton		339 00
Gainsborough		368 00
Grantham		473 00
Grimsby		331 00
Louth		222 00
Niagara		260 00
		$2243 00

28. COUNTY OF WELLAND.

Bertie		$290 00
Crowland		161 00
Humberstone		343 00
Pelham		289 00
Stamford		336 00
Thorold		328 00
Wainfleet		278 00
Willoughby		190 00
		$2215 00

29. COUNTY OF HALDIMAND.

Canborough		$163 00
Cayuga North		269 00
do South		114 00
Dunn		106 00
Moulton and Sherbrooke		191 00
Oneida		313 00
do Separate School	$30 00	
Rainham		253 00
Seneca		360 00
Walpole		535 00
	$30 00	$2304 00

Total for County, $2334.

30. COUNTY OF NORFOLK.

Charlotteville		$411 00
Houghton		257 00
Middleton		297 00
Townsend		748 00
Walsingham		476 00
Windham		410 00
Do. Separate School	$16 00	
Woodhouse		438 00
	$16 00	$3037 00

Total for County, $3053.

31. COUNTY OF OXFORD.

Blandford		$221 00
Blenham		769 00
Dereham		606 00
Nissouri East		454 00
Norwich North		409 00
Do. South		368 00
Oxford North		211 00
Do. East		355 00
Do. West		337 00
Zorra East		493 00
Do. West		360 00
		$4583 00

32. COUNTY OF WATERLOO.

Townships.		Apportionment.
Dumfries North		$433 00
Waterloo		943 00
Wellesley		673 00
Do. Separate Schools	$48 00	
Wilmot		601 00
Do. Separate Schools	82 00	
Woolwich		557 00
	$130 00	$3207 00

Total for County, $3337.

33. COUNTY OF WELLINGTON.

Amaranth		$152 00
Arthur		316 00
Do. Separate Schools	$104 00	
Eramosa		467 00
Erin		621 00
Garafraxa		555 00
Guelph		334 00
Luther		18 00
Maryborough		320 00
Minto		132 00
Do. Separate School	8 00	
Nichol		238 00
Do. Separate Schools	35 00	
Peel		601 00
Pilkington		295 00
Do. Separate Schools	46 00	
Puslinch		615 00
	$193 00	$4664 00

Total for County, $4857.

34. COUNTY OF GREY.

Artemesia		$340 00
Bentinck		310 00
Collingwood		214 00
Derby		141 00
Egremont		232 00
Do. Separate Schools	$6 00	
Euphrasia		191 00
Glenelg		289 00
Holland		224 00
Do. Separate School	30 00	
Keppel and Sarawak		20 00
Melancthon		187 00
Normanby		328 00
Do. Separate Schools	25 00	
Osprey		274 00
Proton		224 00
St. Vincent		397 00
Sullivan		192 00
Sydenham		423 00
	$61 00	$3986 00

Total for County, $4047.

35. COUNTY OF PERTH.

Blanchard		$396 00
Downie		442 00
Easthope North		420 00
Do. South		284 00
Ellice		258 00
Do. Separate School	$20 00	
Elma		216 00
Fullarton		337 00
Hibbert		383 00
Logan		241 00
Mornington		340 00
Wallace		235 00
	$20 00	$3552 00

Total for County, $3572.

36. COUNTY OF HURON.

Ashfield		$250 00
Biddulph		443 00
Colborne		235 00
Goderich		425 00
Grey		368 00
Hay		408 00
Howick		82 00
Hullett		339 00
Do. Separate School	$16 00	
McGillivray		478 00
Carried forward	$16 00	$3228

COUNTY OF HURON—*Continued.*

Townships.		Apportionment.
Brought forward	$16 00	$3228 00
McKillop		297 00
Morris		169 00
Stanley		426 00
Stephen		209 00
Tuckersmith		365 00
Turnberry		56 00
Osborne		461 00
Wawanosh		489 00
	$16 00	$5434 00

Total for County, $5450.

37. COUNTY OF BRUCE.

Arran		$368 00
Brant		357 00
Bruce		254 00
Carrick		289 00
Do. Separate School	$37 00	
Culross		196 00
Elderslie		241 00
Greenock		153 00
Do. Separate School	28 00	
Huron		277 00
Kincardine		469 00
Kinloss		164 00
Saugeen		263 00
	$65 00	$2890 00

Total for County, $2955.

38. COUNTY OF MIDDLESEX.

Adelaide		$334 00
Carradoc		492 00
Delaware		195 00
Dorchester, North		513 00
Ekfrid		325 00
Lobo		427 00
London		1043 00
Metcalf		214 00
Mosa		344 00
Nissouri, West		380 00
Westminster		729 00
Do. Separate School	$14 00	
Williams, East		247 00
Do. West		139 00
Do. Separate School	14 00	
	$28 00	$5382 00

Total for County, $5410.

39. COUNTY OF ELGIN.

Aldborough		$204 00
Bayham		604 00
Dorchester, South		266 00
Dunwich		322 00
Malahide		599 00
Southwold		663 00
Yarmouth		653 00
		$3311 00

40. COUNTY OF KENT.

Camden		$275 00
Chatham		413 00
Dover, East and West		233 00
Harwich		550 00
Howard		482 00
Orford		266 00
Raleigh		401 00
Do. for Separate School	$60 00	
Romney		65 00
Tilbury, East		153 00
Zone		133 00
	$60 00	$2970 00

Total for County, $3030.

41. COUNTY OF LAMBTON.

Bosanquet		$373 00
Brooke		212 00
Dawn		71 00
Enniskillen		104 00
Euphemia		242 00
Moore		344 00
Carried forward		$1446 00

COUNTY OF LAMBTON—*Continued.*

Townships.	Apportionment.
Brought forward	$1446 00
Plympton	408 00
Sarnia	164 00
Sombra	221 00
Warwick	480 00
	$2619 00

42. COUNTY OF ESSEX.

Anderdon		$237 00
Colchester		261 00
Gosfield		290 00
Maidstone		220 00
Do. for Separate School	$25 00	
Malden		198 00
Mersea		249 00
Rochester		113 00
Sandwich		430 00
Do. for Separate School	25 00	
Tilbury, West		127 00
	$50 00	$2145 00

Total for County, $2195.

APPORTIONMENT TO CITIES, TOWNS, AND VILLAGES, FOR 1861.

	Common Schools.	R. C. Sep. Schools.	Total.
Cities—			
Toronto	$3449 00	$1624 00	$5073 00
Hamilton	1788 00	349 00	2137 00
Kingston	1072 00	485 00	1557 00
London	1148 00	144 00	1292 00
Ottawa	696 00	953 00	1649 00
	$8153 00	$3555 00	$11708 00
Towns—			
Amherstburgh	163 00	94 00	257 00
Barrie	116 00	63 00	179 00
Belleville	415 00	167 00	582 00
Berlin	208 00	23 00	231 00
Bowmanville	217 00	.....	217 00
Brantford	617 00	123 00	740 00
Brockville	317 00	116 00	433 00
Chatham	422 00	58 00	480 00
Clifton	64 00	42 00	106 00
Cobourg	405 00	129 00	534 00
Collingwood	244 00	.....	244 00
Cornwall	206 00	.....	206 00
Dundas	180 00	128 00	308 00
Galt	319 00	.....	319 00
Goderich	315 00	.....	315 00
Guelph	327 00	125 00	452 00
Ingersoll	152 00	44 00	196 00
Lindsay	100 00	95 00	195 00
Milton	104 00	.....	104 00

TOWNS—*Continued.*

	Common Schools.	R. C. Sep. Schools.	Totals.
Niagara	159 00	76 00	235 00
Oakville	140 00	29 00	169 00
Owen Sound	183 00	.....	183 00
Paris	304 00	42 00	346 00
Perth	195 00	66 00	261 00
Peterborough	258 00	96 00	354 00
Picton	129 00	67 00	196 00
Port Hope	434 00	.....	434 00
Prescott	102 00	132 00	234 00
Sandwich	106 00	.....	106 00
Sarnia	199 00	.....	199 00
St. Catharines	376 00	254 00	630 00
St. Thomas	151 00	21 00	172 00
Simcoe	123 00	.....	123 00
Whitby	250 00	24 00	274 00
Windsor	275 00	.....	275 00
Woodstock	346 00	.....	346 00
	$3683 00	$2014 00	$10696 00
Incorporated Villages—			
Ashburnham	91 00	.....	91 00
Bath	74 00	.....	74 00
Bradford	115 00	.....	115 00
Brampton	156 00	.....	156 00
Brighton	146 00	.....	146 00
Caledonia	102 00	.....	102 00
Cayuga	77 00	.....	77 00
Chippewa	126 00	.....	126 00
Clinton	92 00	.....	92 00
Colborne	92 00	.....	92 00
Dunnville	141 00	.....	141 00
Elora	129 00	.....	129 00
Embro	80 00	.....	80 00
Fergus	119 00	.....	119 00
Fort Erie	68 00	.....	68 00
Hawkesbury	119 00	.....	119 00
Hespeler	87 00	.....	87 00
Iroquois	53 00	.....	53 00
Kemptville	115 00	.....	115 00
Kincardine	117 00	.....	117 00
Merrickville	In	Townshi	p.
Mitchell	138 00	.....	138 00
Morrisburgh	71 00	.....	71 00
Napanee	162 00	9 00	171 00
Newburgh	106 00	.....	106 00
Newcastle	138 00	.....	138 00
New Hamburgh	104 00	.....	104 00
Newmarket	115 00	43 00	158 00
Oshawa	113 00	51 00	164 00
Pembroke	51 00	.....	51 00
Portsmouth	73 00	46 00	119 00
Preston	132 00	22 00	154 00
Renfrew	65 00	.....	65 00
Richmond	In	Townshi	p.
Smith's Falls	97 00	.....	97 00
Southampton	69 00	.....	69 00
Stirling	74 00	.....	74 00
St. Mary's	279 00	.....	279 00
Stratford	310 00	.....	310 00
Strathroy	75 00	.....	75 00
Streetsville	127 00	.....	127 00
Thorold	110 00	87 00	197 00
Trenton	69 00	107 00	176 00
Vienna	102 00	.....	102 00
Waterloo	139 00	.....	139 00
Welland	83 00	.....	83 00
Yorkville	177 00	.....	177 00
	$5078 00	$365 00	$5443 00

SUMMARY OF APPORTIONMENT TO COUNTIES, FOR 1861.

	Common Schools.	Separate Schools.	Total.
1. Glengarry	2314 00	175 00	2389 00
2. Stormont	1844 00	.....	1844 00
3. Dundas	1977 00	.....	1977 00
4. Prescott	1544 00	85 00	1629 00
5. Russell	764 00	.....	764 00
6. Carleton	3241 00	68 00	3309 00
7. Grenville	2353 00	39 00	2392 00
8. Leeds	3586 00	31 00	3617 00
9. Lanark	3070 00	8 00	3078 00
10. Renfrew	2171 00	.....	2171 00
11. Frontenac	2473 00	143 00	2616 00
12. Addington	1876 00	42 00	1918 00
13. Lennox	876 00	.....	876 00
14. Prince Edward	2106 00	35 00	2141 00
15. Hastings	4166 00	50 00	4216 00
16. Northumberland	3760 00	24 00	3784 00
17. Durham	3619 00	.....	3619 00
18. Peterborough	2303 00	29 00	2332 00
19. Victoria	2403 00	.....	2403 00
20. Ontario	4271 00	.....	4271 00
21. York	6283 00	110 00	6393 00
22. Peel	2768 00	.....	2768 00
23. Simcoe	4421 00	75 00	4496 00
24. Halton	2288 00	.....	2288 00
25. Wentworth	3203 00	33 00	3236 00
26. Brant	2345 00	.....	2345 00
27. Lincoln	2343 00	.....	2343 00
28. Welland	2215 00	.....	2215 00
29. Haldimand	2304 00	50 00	2354 00
30. Norfolk	3037 00	16 00	3053 00
31. Oxford	4583 00	.....	4583 00
32. Waterloo	3207 00	130 00	3337 00
33. Wellington	4664 00	193 00	4857 00
34. Grey	3986 00	61 00	4047 00
35. Perth	3552 00	20 00	3572 00
36. Huron	5454 00	16 00	5450 00
37. Bruce	2890 00	65 00	2955 00
38. Middlesex	5382 00	28 00	5410 00
39. Elgin	3311 00	.....	3311 00
40. Kent	2970 00	60 00	3030 00
41. Lambton	2619 00	.....	2619 00
42. Essex	2145 00	50 00	2195 00
	$126466 00	$1616 00	128082 00

GRAND TOTALS.

Total Counties	126466 00	1616 00	128082 00
" Cities	8153 00	3555 00	11708 00
" Towns	8682 00	2014 00	10696 00
" Villages	5078 00	365 00	5443 00
	$148379 00	7550 00	155929 00
Additional sum reserved for any Roman Catholic Separate Schools which may be established in 1861			$671 00
			$156600 00

NOTE.—The School Moneys apportioned to the various Cities, Towns, and Villages, as per the foregoing statement, are payable to the Toronto agents of the local treasurers, on the first day of July next. Wherever the apportionment is withheld, it has been owing to the omission or neglect on the part of the local school authorities to comply with the school law, and to transmit to the Educational Department the necessary reports or audited returns—blank forms of which were furnished from the Department early in the year.

V. QUEEN'S BENCH, HILARY TERM, 24 VICT., 1861.

REGINA V. THE TRUSTEES OF SCHOOL SECTION NO. 27, IN THE TOWNSHIP OF TYENDINAGA, IN THE COUNTY OF HASTINGS.

School Trustees—Mandamus—Attachment—Practice.

A mandamus *nisi* having been issued to school trustees to levy the amount of a judgment obtained against them, on return was made, and a rule *nisi* for an attachment issued. In answer to this rule one trustee swore that he had always been and still was desirous to obey the writ, and had repeatedly asked the others to join him in levying the rate, but that they had refused. Another swore that owing to ill health, with the consent of his co trustees and the local superintendent, he had resigned his office before the writ was granted.

The court, under these circumstances, discharged the rule *nisi* as against these two, on payment of costs of the application, and granted an attachment against the other trustee, who had taken no notice either of the mandamus or rule.

On the 18th of October, 1860, a writ of mandamus was issued from this court, directed to these school trustees, commanding them to levy and collect, or cause to be levied and collected, from the freeholders and householders of the school section No. 27, in Tyendinaga, a sum of money sufficient for the payment and satisfaction of two certain judgments recovered against the trustees of the said school section by one John Waterhouse, for the building of a schoolhouse for the said school section, or to shew cause to the contrary on the first day of Michaelmas Term then next. The writ had been ordered in Trinity Term, 1860.

Copies of this writ, it was sworn, were personally served on the 23rd of October last, upon William Cross and James Glass, two of the trustees of the said school section, and upon Robert Gillespie, another of the trustees, the original writ of mandamus being shewn to each at the time of service.

In Michaelmas Term last an affidavit was made that on search in the Crown office in Toronto, on the 24th of November, it did not appear that the writ of mandamus had been returned as filed. And the court, upon application of Mr. *Sisson*, the counsel for Waterhouse, ordered a rule to issue upon the trustees to shew cause why an attachment for contempt should not issue against them for not returning the writ.

In answer to this rule, during this term, Cross, one of the trustees, made an affidavit that he had always been and still was willing and desirous to levy the money necessary for satisfying the judgments obtained by Waterhouse, as commanded by the writ of mandamus, and had repeatedly requested Glass and Gillespie, the other trustees, or either of them, to unite with him in making a rate for that purpose; that he had done this both before and after the mandamus came to him, but that they had always refused, and that he could not alone impose and levy the necessary rate. He made a return also to the writ, under the corporate seal, referring to his affidavit for his reason for not executing the command of the writ, and his affidavit and return were annexed to the mandamus.

James Glass, another of the trustees, in answer to the rule *nisi* for attachment, filed an affidavit, to the effect that, being in very ill health at the time of the election of school trustees in January, 1860, he declined the office, protesting that he could not serve in it on account of the state of his health, but that he was nevertheless chosen: that his ill health continuing, he solicited permission to resign, not being able to discharge any of the duties; and he annexed a letter received from his co-trustees, Cross and Gillespie,

dated the 9th of February, 1860, allowing him to resign for the reason given, and another letter from the local superintendent, dated the 14th of March, 1860, consenting to his being released from his duties as school trustee.

Mr. Glass, however, took no notice of the writ of mandamus till he made his affidavit on the 4th of February, 1861, nor Mr. Cross till he made his affidavit on the 9th of February, 1861.

Mr. Gillespie did not appear to have taken any notice of either the mandamus or the rule *nisi* for attachment.

Crombie appeared for the defendant Glass. *O'Hare* for defendant Cross.

ROBINSON, C. J., delivered the judgment of the court.

Both Cross and Glass failed to pay due obedience to the writ by returning to the court the reasons which had prevented their doing what they had been directed to do. This may have arisen from their relying on the sufficiency of reasons, and not being advised of the steps which it was still incumbent on them to take.

As to them, therefore, we may discharge the rule *nisi* for attachment, on their paying the costs of the application.

As to the other defendant, Gillespie, we grant the attachment. We might have ordered a preemptory mandamus, when no return had been made in due time to the first; but an attachment being moved for it is proper to grant it against the member of the corporation (Gillespie) who has been guilty of the contempt of wholly disobeying the mandamus, neither doing the act, nor manifesting any readiness to do so, nor assigning any cause for not doing it.

VI. TEXT BOOKS IN OUR SCHOOLS.

(To the Editor of the Journal of Education.)

SIR,—Having had some experience as a Common School Teacher in Upper Canada, I presume to submit the following, trusting it may be deemed worthy of space in the columns of the *Journal of Education*. We have in this Province an admirable School System —one which is perhaps unrivalled. One of the requisities for availing ourselves of the privileges of such a system, is a series of text-books, containing matter calculated to aid the teachers in developing the different faculties of the youthful mind.

It is not my intention at present, to discuss the question on the propriety of changing the whole series of books used in our Common Schools; but to confine my remarks to one particular branch, (grammar,) and the text-books treating upon this subject, in use in our Common Schools. It may be said by some that, if teachers have a thorough knowledge of this subject, they can convey it to their pupils without the aid of books; but this might be said with greater propriety concerning other branches, upon which Text-books are extant which have proved of immense benefit to both teacher and pupils. The system of teaching certain branches without the aid of books, may answer well in some schools, but not be at all suitable to others. In a school in which there are several teachers, and in which the same teacher has charge of a single division only, certain branches may be efficiently taught without the aid of books. But to apply such a system to our Common Rural Schools, in which only one teacher is engaged, would be the height of folly. Where a teacher's mind is directed to a great many classes, and a diversity of subjects, it is extremely difficult for him, without any aid, to lead a class through the regular gradations essential to a scientific knowledge of such a complicated subject.

Another advantage of text-books is, they give pupils an opportunity for study, when not under the special direction of the teacher. By the aid of a proper text-book, I feel confident a teacher might produce better results without half the labour on his part, than by endeavouring to communicate orally. The time has come when grammar must be taught in all our schools, in fact it would be hard to find a School in the Province in which it is totally neglected. In many schools it is the pride of both teacher and pupils.

It has been remarked by some that the works upon the subject are already so numerous, that another is not to be desired; but if their name were legion, I would maintain that we still need another. We have no work which has been so much as designed by the author to suit the lower as well as the more advanced classes in our schools. The popularity of Murray ended with the reign of terror; but those who succeeded were superior in little, save the fancy of their admirers.

Murray was utterly unphilosophical, and so are all his disciples. He laid down a number of rules, some of them altogether absurd, which have been but slightly improved by being rewritten by other authors. His great error was in following the rules of the Latin Grammar, which was unphilosophical when applied to the language for which it was intended. English is not Latin, and it is altogether absurd to apply the Latin Grammar to a language so different from the one for which it was intended. Again, if we go to the classical languages for our authority, we imply that the science was then in a more perfect state than in modern times. If the science was formerly perfect, why should we be dissatisfied with those authors who have given us works which are little more than mere translations? Authors have written works for the benefit of others who never had one clear idea of the subject of which they treated.

Absurdities have been taught for centuries gone by, which appear more difficult of conception than truth. If we wish for a philosophical system of grammar we must look forward for it, and not backwards. It must be a modern improvement. The Latin Grammar had been stereotyped long before the days of Murray, and was incapable of being adapted to modern English. Lennie, of the same school, has become unpopular. A thirst for something more philosophical has lately arisen, which is not at all likely to be quenched by the National Grammar, which appears to be universally despised and rejected. In fact I never saw it used as an authority in any school. As criticism is not my intention, I forbear to follow the list any further. My desire is to agitate the minds of those engaged in promoting the cause of education upon such an important branch of study. It is certainly time that the Schools of Upper Canada should be supplied with a suitable text-book upon a subject taught in all of them.

If the study of grammar is of no service farther than making us acquainted with a few technicalities and teaching us a few rules, the practical application of which we might otherwise learn, it is to be regretted that it is so extensively pursued. Such I believe to be the chief benefit arising from the study of it, as taught by those who follow the dictates of the majority of authors of works upon the subject. Error can never supply the place of truth. To receive absurdities in the place of philosophical ideas, must have a stupifying influence upon the mind. The great end for which the educator strives is not approached if the perception is not quickened. Information is far from being the principal advantage derived from pursuing a proper course of study.

It is a disputed point among educators at what age the study of grammar should be commenced; some recommend commencing very early, others object. Experience teaches that it cannot be applied to the understanding, till considerable mental discipline has been accomplished; and as there are other branches which may be taken up, much better calculated to develope the mental faculties at an early age, I think it imprudent to perplex children with such a difficult subject, before proper training has been accomplished. When children are far enough advanced to be taught grammar intellectually, they are capable of deriving advantage from the use of proper text-books upon the subject. I would not argue in favour of not commencing till pupils are capable of being made to understand the most difficult parts; but I believe it may be rendered distasteful by commencing too soon, or by taking it up too extensively for the comprehension. I am of opinion that it would be advantageous to have a work on the subject in two parts, the first being more simple and practical, and the second more philosophical. That something new is needed, must be beyond a doubt in the mind of every one who has visited our Common Schools extensively. There is a greater uniformity in the text-books upon almost every other subject.

The public mind is craving something new. We need something original—something boldly deviating from the authors of the old school; else it must sink to the same level.

It is a wonder to me that the subject has not been brought before some of our Teachers' Associations. The National Grammar has proved a failure,* and still we have nothing to supply its place. The teachers of the Province are not in favour of introducing American works into our schools, and yet many of them have been driven to that expedient by their desire for a more philosophical work. Can we not have a work prepared expressly for Canadian Schools? Is it not time that the question was agitated? Must the teachers still use text-books replete with errors, and prepared for a by-gone age? There is no doubt that we might have a work practical in its nature and calculated not only to aid the teacher in instructing in the proper use of language, but also useful in assisting him to draw out the powers of the mind.

Yours, &c.,

HAY, June 13th, 1861. A. MCCULLEY.

VII. Biographical Sketches.

No. 14.—COUNT CAVOUR.

Camillo di'Cavour was born in Turin on the 14th day of July, 1809. His father was a large merchant, ennobled by Carlo Alberto, and left the young Cavour an ample fortune. About his twenty-fifth year Camillo paid a visit to England, whose prominent men and institutions proved so strong an attraction to a mind always

* Our Correspondent seems to have overlooked Sullivan's Grammar, and Kirkham's Grammar, both authorised for use in our Public Schools. In regard to Robertson's Grammar, see Miller's advertisement at the end of this Journal. Mr. Lovell, the enterprising publisher, of Montreal, also publishes a Grammar by the Rev. J. G. Armstrong, M. A., Local Superintendent of West Hawkesbury.

active and investigating, that he remained in the country for several years. During this period he pushed his researches in all directions. He was a constant and eager visitor at the debates in Parliament, a close observer of the more sparkling currents of English social life, with whose leaders his fine presence and genius immediately made him a great favorite, yet unaltered by the blandishments of gay society, an equally diligent student of those manufactures and that commerce which are the true substractum of England's greatness.

In the agriculture of England he took the deepest interest, and many of the hints which he derived from British farmers were treasured up to bear seed hereafter in the improvement of Italian husbandry, through the Agricultural Association which he founded in Sardinia on his return. Already in his youth, among foreigners, he began to be regarded as an *en cyclopœdic* man—one who cultivated himself in all possible and valuable directions—one destined to become in all of them an authority for reference.

In 1842 Cavour returned to Turin. He was now in his opening prime—thirty-two years of age—gifted with the strongest natural powers of perception judgment and execution, developed to their utmost by his English training, and enriched by the stores of fact and conclusion brought back with him from the land of his sojourn. He possessed, moreover, one element of success, without which these mental riches, as we sadly see every day in other men of genius, would have been of little use to him. He was *healthy*. Up to the period of his last illness he had hardly known a day's indisposition. His frugality was almost as famous as that of Garibaldi, and his capacity for sleepless work, worthy to be compared with that of Napoleon the First or Palmerston. His habitual quantum of sleep was but four hours a day. We may understand the strength of his constitution when we learn that, after six successive bleedings for the removal of the congestion which finally proved fatal, he had so little idea of his peril as to call his ministerial colleagues to his bed and held with them a conference of several hours upon the matters of the realm.

With such a constitution Cavour, in 1842, commenced the great Italian work which ceased its activities eleven days ago—which shall never cease in its fruits. His ruling grand idea was the acclimation of free institutions on the English model in an Italian atmosphere.

Almost immediately he founded the agricultural society of which we have spoken. Its membership soon rose to two thousand. Not only did this society afford a nucleus for the researches of all minds interested in the speciality after which it was named, but a home and a debating school for the Italian friends of liberal government, otherwise without a rallying point.

With the crisis of 1847 both absolutism and government of all kinds were threatened with destruction. Cavour, a foe alike to anarchy and despotism, in conjunction with other prominent Italian liberals, now established *Il Risorgimento* (the Resurrection), a journal exponent of those principles to which he and his party have also been pledged. As the storm grew thicker he became the mouthpiece of all the moderate liberals, and was the first to proclaim Sardinia's great want—a constitution. Cavour himself wrote to the King, strongly urging the necessity of that measure, and within a week afterwards, Carlo Alberto, as we know, granted it.

Cavour entered the Sardinian Chamber of Deputies in 1849, and seated himself among the moderate opposition. Soon after, the Ministry of Agriculture and Commerce was conferred upon him, to which, in 1851, was added that of Finance. In 1852 he became President of the Council, and with the exception of a short retirement in 1855, has filled that place ever since. He added much to his reputation by opposing the ultramontanists, and taking sides against Russia in the Crimean war. He signed the manifesto of Sardinia during this latter period, and was one of her two representatives at the Peace Congress of Paris in 1856.

From that time his ministry has uniformly supported France, and set itself against the policy of Austria. His strong support to Napoleonic ideas, hardly less than the unequivocal indications of selfish interest, have procured and continued the powerful aid of the French arms in the struggle of united Italy; while his policy of caution in the matter of Rome and Venice may have been the reflex of the Napoleonic mind, no less than his strong natural proclivity to the use of diplomatic means.

Cavour's part in the last Italian struggle is too fresh in every mind to need re-writing. His record is especially memorable in a single point—he did not hesitate to dissent from that *ex parte* settlement of a great question involved in the peace of Villafranca. Napoleon was the friend of Cavour, but Cavour indignantly resigned the day after the treaty was signed.

He dies at a strange time. Italy needed him more than ever before—unless, perhaps, it be within the plans of Providence that the vast result expressed in Italian unity are to be attained by the rude sword of the soldier, rather than by the subtle pen of the diplomatist. If this be so he died opportunely. But be this as it may, his country mourns the noblest statesman she has known since the Di Medici.

VIII. Papers on Natural History.



1. SHOOTING SINGING-BIRDS.

Perhaps the most wanton and disgraceful thing about Montreal, is the shooting of singing birds in the Mountain, which is practised almost daily, and especially on Sundays. These birds greatly enhance the beauty of our scenery by their lively, graceful motions and beautiful plumage; and it is delightful to listen to their singing. They are also exceedingly useful in picking up noxious insects and caterpillars. We should, therefore, as a community, consider it a very great privilege to have them; and if we do not protect and cherish them, at all events nothing should be done to drive away or destroy them. The people of Australia have gone to a very great expence to import singing-birds, which they have set free in various localities to multiply and render their woods and gardens vocal; and doubtless we would go to a similar expense if we did not enjoy this advantage gratis. In Australia one would no more think of shooting a singing-bird than a lamb or a colt; but in Canada much time and powder are bestowed on hunting down our warblers. This is a relic of barbarism which cannot too soon pass away; and we ask the priests to explain the matter to their people, who surely continue to shoot these birds through mere thoughtlessness and ignorance.

In the New England States, singing-birds are protected by law, which is particularly enforced at this breeding season; and thus it should be everywhere, for thoughtless or mischievous persons have no right wantonly to destroy what ministers so much to the pleasure and profit of society.

Were the birds of any use when shot, there might be some little excuse; but they are none whatever; and the act of shooting them is mere wanton destruction. Indeed we cannot help saying, that it is one of the greatest drawbacks to a residence in Lower Canada, that the quiet and holy hours of the Sabbath should be disturbed by this disgraceful amusement.—*Witness.*

2. LONGEVITY OF ANIMALS.

The average of cats is 15 years; a squirrel and hare, 7 or 8 years; rabbits, 7; a bear rarely exceeds 20 years; a dog lives 20 years; a wolf, 20; a fox, 14 to 16; lions are long-lived; the one known by the name of Pompey lived to the age of 70; elephants have been known, it is asserted, to live to the great age of 400 years. When Alexander the Great had conquered Porpus, King of India, he took a great elephant which had fought very valiantly for the king, and named him Ajax, dedicated him to the sun, and let him go with this inscription: "Alexander, the son of Jupiter, hath dedicated Ajax to the sun." The elephant was found with this inscription three hundred and fifty years after. Pigs have been known to live to the age of 30; the rhinoceros to 20; a horse has been known to live to the age of 62, but average 25 to 30; camels sometimes live to the age of 100; stags are very long-lived; sheep seldom exceed the age of 10; cows live about 15 years. Cuvier considers it probable that whales sometimes live 1,000 years; the dolphin and porpoise attain the age of 30; an eagle died at Vienna at the age of 104 years; ravens frequently reach the age of 100; swans have been known to live 300 years. Mr. Mallerton has the skeleton of a swan that attained the age of 200 years. Pelicans are long-lived; a tortoise has been known to live to 107.

IX. Miscellaneous.

1. MY DARLING'S SHOES.

God bless the little feet that can never go astray,
For the little shoes are empty in the closet laid away!
Sometimes I take one in my hand, forgetting till I see
It is a little half worn shoe, not large enough for me;
And all at once I feel a sense of bitter loss and pain,
As sharp as when two years ago it cut my heart in twain.

O little feet that wearied not, I wait for them no more,
For I am drifting with the tide, but they have reached the shore.
And while the blinding tear-drops wet these little shoes so old,
And so I lay them down again, but always turn to say—
God bless the little feet that now so surely cannot stray.

And while I thus am standing, I almost seem to see
Two little forms beside me, just as they used to be!
Two little faces lifted with their sweet and tender eyes;
Ah me! I might have known that look was born of Paradise.
I reach my arms out fondly, but they clasp the empty air!
There is nothing of my darlings but the shoes they used to wear.

O, the bitterness of parting can not be done away
Till I see my darlings walking where their feet can never stray;
When I no more am drifted upon the surging tide,
But with them safely landed upon the riverside;
Be patient, heart! while waiting to see their shining way,
For the little feet in the golden street can never go astray.

---

2. THE LAWS OF CRICKET, AS REVISED BY THE MARY-LE-BONE CRICKET CLUB.

1. The ball must weigh not less than five ounces and a half, nor more than five ounces and three-quarters. It must measure not less than nine inches, nor more than nine inches and one-quarter, in circumference. At the beginning of each innings, either party may call for a new ball.

2. The bat must not exceed four inches and one-quarter in the widest part; it must not be more than thirty-eight inches in length.

3. The stumps must be three in number; twenty-seven inches out of the ground; the bails eight inches in length; the stumps of equal, and of sufficient thickness to prevent the ball from passing through.

4. The bowling crease must be in a line with the stumps; six feet eight inches in length; the stumps in the centre; with a return crease at each end towards the bowler at right angles.

5. The popping crease must be four feet from the wicket, and parallel to it; unlimited in length, but not shorter than the bowling crease.

6. The wickets must be pitched opposite to each other by the umpires at the distance of twenty-two yards.

7. It shall not be lawful for either party during a match, without the consent of the other, to alter the ground by rolling, watering, covering, mowing, or beating, except at the commencement of each innings, when the ground may be swept and rolled at the request of either party; such request to be made to one of the umpires within one minute after the conclusion of the former innings. This rule is not meant to prevent the striker from beating the ground with his bat near to the spot where he stands during the innings, nor to prevent the bowler from filling up holes with saw dust, etc., when the ground is wet.

8. After rain the wickets may be changed at the consent of both parties.

9. The bowler shall deliver the ball with one foot on the ground behind the bowling crease and within the return crease; and shall bowl four balls before he change wickets, which he shall be permitted to do only once in the same innings.

10. The ball must be bowled; if thrown or jerked, or if the bowler, in the actual delivery of the ball, or in the motion *immediately preceding the delivery*, shall raise his hand or arm above his shoulder, the umpire shall call "No Ball."

[Considerable difficulty exists in relation to the proper definition of a throw. A throw may be made in two ways: one way, with the arm nearly straight, from first to last in delivery, this throw requiring the *hand* to be raised as high as the head, and brought down in a whirl or circle; and the other, and most common throw, being first bent on the forearm, the power of delivery being gained by the sudden lash out and straightening of the elbow. It is a mistake to say that the action of the wrist makes a throw.]

11. He may require the striker at the wicket from which he is bowling to stand on that side of it which he may direct.

12. If the bowler shall toss the ball over the striker's head, or bowl it so wide that in the opinion of the umpire it shall not be fairly within the reach of the batman, he shall adjudge one run to the party receiving the innings, either with or without an appeal, which shall be put down to score of Wide Balls; such ball shall not be reckoned as one of the four balls; but if the batsman shall by any means bring himself within the reach of the ball, the run shall not be adjudged.

[The 12th law expressly states that if the ball is tossed *over the striker's head* it is a wide ball.]

13. If the bowler deliver a "No Ball," or a "Wide Ball," the striker shall be allowed as many runs as he can get, and he shall not be put out except by running out. In the event of no run being obtained by any other means, then one run shall be added to the score of "No Balls," or "Wide Balls," as the case may be. All runs obtained for "Wide Ball," to be scored to "Wide Balls." The names of the bowlers who bowl "Wide Balls," or "No Balls," in future to be placed on the score, to show the parties by whom either score is made. If the ball shall first touch any part of the striker's dress or person (except his hands,) the umpire shall call "Leg Bye."

[It will be seen by the wording of law 13 that should a batsman hit a "No Ball," the runs thus obtained are to be scored to his credit, and not charged to the bowler.]

14. At the beginning of each innings the umpire to call "play;" from that time to the end of each innings, no trial ball shall be allowed to any bowler.

15. The striker is out if either of the bails be bowled off, or if a stump be bowled out of the ground;

16. Or, if the ball, from the stroke of the bat, or hand, but not the wrist, be held before it touch the ground, although it be hugged to the body of the catcher;

17. Or, if in striking, or at any other time while the ball shall be in play, both his feet shall be over the popping crease, and his wicket put down, except his bat be grounded within it;

18. Or, if in striking at the ball he hit down his wicket;

19. Or, if under pretence of running, or otherwise, either of the strikers prevent a ball being caught, the striker of the ball is out;

20. Or, if the ball be struck, and he willingly strike it again;

[This does not prevent the batsman from hitting the ball a second time if it be running on to his wicket, in which case he can prevent its doing so, either with his bat or feet, but not his hands.]

21. Or, if in running the wicket be struck down by a throw, or by the hands or arm (with the ball in hand,) before his bat (in hand) or some part of his person be grounded over the popping crease. But if both bails be off, a stump must be struck out of the ground;

22. Or, if any part of the striker's dress knock down the wicket;

23. Or, if the striker touch or take up the ball while in play, unless at the request of the opposite party;

24. Or, if with any part of his person he stop the ball which, in the opinion of the umpire at the bowler's wicket, shall have been pitched in a straight line from it, to the striker's wicket, and would have hit it.

[Unless the ball is pitched in a straight line from wicket to wicket a batsman can not be given out leg-before-wicket. The meaning of of it is simply, that the ball, when it pitches—viz., touches the ground—must be *within the lines* that run from the outer stumps of one wicket, to those of the other.]

25. If the players have crossed each other, he that runs for the wicket which is put down is out.

26. A ball being caught, no run shall be reckoned.

27. A striker being run out, the run which he and his partner were attempting shall not be reckoned.

28. If a lost ball be called, the striker shall be allowed six runs; but if more than six runs shall have been run before lost ball shall have been called, then the striker shall have all which have been run.

[This refers literally to a lost ball, and not to one that merely is sent out of sight of a majority of fielders.]

29. After the ball shall have been finally settled in the wicket keeper's or bowler's hand, it shall be considered dead; but when the bowler is about to deliver a ball, if the striker at his wicket go outside the popping crease before such actual delivery, the said bowler may put him out unless (with reference to the 21st law) his bat in hand, or some part of his person, be within the popping crease.

30. The striker shall not retire from his wicket and return to it to complete his innings, after another has been in, without the consent of the opposite party.

31. No substitute shall in any case be allowed to stand out or run between wickets for another person withont the consent of the opposite party; and in case any person shall be allowed to run for another, the striker shall be out if either he or his substitute be off the ground in manner mentioned in laws 17 and 21, while the ball is in play.

32. In all cases where a substitute shall be allowed, the consent

of the opposite party shall also be obtained as to the person to act as substitute, and the place in the field which he shall take.

33. If any fieldsman stop the ball with his hat, the ball shall be considered dead, and the opposite party shall add five runs to their score ; if any be run they shall have five in all.

34. The ball having been hit, the striker may guard his wicket, with his bat or any part of his body except his hands ; that the 23rd law may not be disobeyed.

35. The wicket-keeper shall not take the ball for the purpose of stumping, until it have passed the wicket ; he shall not by any noise incommode the striker ; and if any part of his person be over wicket, although the ball hit it, the striker shall not be put out.

36. The umpires are the sole judges of fair and unfair play, and all disputes shall be determined by them, each at his own wicket ; but in case of a catch, which the umpire at the wicket bowled from can not see sufficiently to decide upon, he may apply to the other umpire, whose opinion shall be conclusive.

37. The umpires in all matches shall pitch fair wicket, and the parties shall toss up for choice of innings. The umpires shall change wickets, after each party has had one innings.

38. They shall allow two minutes for each striker to come in, and ten minutes between each innings. When the umpire shall call "play," the parties refusing to play shall lose the match.

[This law ought to be more strictly enforced than it is ; as then much unnecessary delay would be avoided. The captains of the elevens should have their men in readiness to go in the moment a batsman is out.]

39. They are not to order a striker out, unless appealed to by the adversaries.

40. But if one of the bowlers be not on the ground behind the bowling crease and within the return crease when he shall deliver the ball, the umpire at his wicket, unasked, must call "No Ball."

41. If either of the strikers run a short run, the umpire must call "One Short."

42. No umpire shall be allowed to bet.

43. No umpire is to be changed during a match, unless with the consent of both parties, except in violation of 42nd law ; then either party may dismiss the transgressor.

44. After the delivery of four balls, the umpire must call "Over" but not until the ball shall be finally settled in the wicket-keeper's or bowler's hands—the ball shall then be considered dead ; nevertheless, if an idea be entertained that either of the strikers is out, a question may be put previously to, but not after the delivery of the next ball.

45. The umpire must take special care to call "No Ball" instantly upon delivery ; "Wide Ball" as soon as it shall pass the striker.

46. The players who go in second shall follow their innings, if they have obtained 80 runs less than their antagonists, except to matches limited to one day's play, when the number shall be 60 instead of 80.

47. When one of the strikers shall have been put out, the use of the bat shall not be allowed to any person until the next striker shall come in.

X. Educational Intelligence.

—— University of Toronto, Annual Convocation.—The annual convocation of the University of Toronto was held in the Convocation-hall, on the 6th ult., at half-past two o'clock, the Chancellor, the Hon. Judge Burns, and Vice-Chancellor the Hon. James Patton, with the Professors of University College and other members of the Senate, entered the room and took their seats on the platform. They were followed by a large number of students, who seated themselves in the places allotted them around the room. The proceedings commenced with the admission of the following gentlemen to the degrees named:—M.D.—F. B. Tisdell, M.B. M.A.—R. Sullivan, B.A.; J. A. Boyd, B.A.; J. T. Fraser, B.A.; D. A. Sampson, B.A. LL.B.—R. Smith, W. Boys, M. O'Gara, J. Bethune, H. Robertson, W. N. Miller, F. H. Stayner, N. Douglass, R. P. Stephens, L. English, W. E. O'Brien, G. P. Denison. M.B.—A. Hudson, J. Elliot, W. Tempest, D. J. Pollock, J. Wanless, J. Bell. B.A.—J. Turnbull, A. Grant, G. Grant. J. H. Thom, D. Ormiston, A. McMurchy, W. A. Reeve, J. B. Ross, R. McGee, J. H. Hunter, J. C. Hatton, A. Gillespie, S. Lount.

Medals, Scholarships, and Prizes.—*Faculty of Law.*—R. Smith, Silver Medal. *Faculty of Medicine.*—A. Hudson, M.B., Gold Medal; J. Elliot, M.B., Silver Medal. *Faculty of Arts.—Mathematics.*—1. J. H. Thom, Silver Medal; 2. D. Ormiston, Silver Medal; 3. A. McMurchy, Silver Medal. *Modern Languages.*—J. Turnbull, Gold Medal. *Natural Sciences.*—A. Grant, Gold Medal. *Met., Ethics and Civil Polity.*—G. Grant, Gold Medal; A. Grant, Silver Medal. *Oriental Languages.*—G. Grant, prizeman. *Civil Engineering.*—C. F. Robertson, prizeman.

Scholarships.—*Faculty of Law.*—First year, W. W. Hamilton. *Faculty of Medicine.*—First Year, 1. W. N. Whiteside; 2. J. F. Rolls; 3. J. W. McLaughlin. Second year, 1. S. F. Ramsay; 2. D. B. McCool. Third year, 1. J. Bolster; 2. H. Manly. *Faculty of Arts.—Greek and Latin.*—First year, 1. J. Connor; 2. T. J. Robertson (double.) Second year, 1. N. McNish; 2. J. M. Gibson. Third year, S. Wooda. *Mathematics.*—First year, 1. T. J. Robertson (double.) 2. J. Rutlege; 3. J. E. Seymour. Second year, 1. T. W. Wright; 2. A. M. Lafferty. Third year, 1. J. Loudon; 2. J. McLellan. Fourth year, J. H. Thom. *Modern Languages.*—Second year, W. Mulock; Third year, 1. J. M. Gibson (double.) 2. J. M. Buchan; Fourth year, J. Turnbull. *Natural Sciences.*—Second year, R. Harbottle; third year, R. Reeve; fourth year, A. Grant. *Metaphysics, &c.*—Second year, T. D. Craig; third year, J. M. Gibson (double.) Fourth year, G. Grant. *General Proficiency.*—J. McMillan. *Oriental Languages.*—First year, F. L. Patton; second year, J. M. Gibson; third year, J. Hubbard *Thesis for M.A.*—R. Sullivan, B.A. *Civil Engineering*—B. Irwin *Agriculture.*—C. Forneri.

In awarding the medals, prizes, and scholarships the successful candidates were presented by the different examiners, who briefly addressed the meeting in terms highly complimentary to the students who bore off the honors. The announcement of the names was received with applause which swelled into wild enthusiasm when some of the favourites made their appearance to claim the honors they had so deservedly gained. The last prize having been awarded, the Chancellor rose and said that nothing remained to be done by him save to call attention to the increase in the number of matriculants entering the University this year. The total number in the faculties of medicine and arts, and civil engineering and agriculture was 74, while last year upon the same subjects there were only 52—showing an increase of 22. It should be borne in mind that this was quite irrespective of those gentlemen who had made legal studies their pursuits, no examination for matriculation in the faculty of law taking place until a later period in the year. Consequently, the real increase in the number of matriculents was greater than 22; for last year the number in the faculty of law was 10, and if it proved the same this year—and there was no reason to doubt that it would—the total increase would be 32. He mentioned these facts in order that the public might bear in mind the result of the labors of the University, and to induce the people of Canada to send their sons to it for education. (Applause.) It only remained for him to declare the Convocation dismissed. The students then gave three hearty cheers for the Queen, three for the Chancellor, three also for the late Vice-Chancellor, and three for the Professors, after which the meeting separated.—*Leader.*

—— University of Victoria College.—The Annual Convocation of Victoria College took place on Wednesday noon, the 22nd ultimo. The proceedings were commenced with prayer by the Rev. Dr. Stinson. The delivery of the Essays by the successful candidates for the B. A. degree followed immediately, Mr. M'Clive bravely leading with Latin Salutatory. We subjoin a list of these with the names of their respective authors and orators:—W. M'Clive, Chippawa—*Salutatory.* Coleman Bristol, Bath—*Garibaldi.* Daniel Perrin, Mount Vernon—*National Greatness.* John Philp, Woodbridge—*The Genius of Discovery.* Edmund S. Rupert, Mapleville—*The Destiny of Opinion.* W. I. Shaw, Kingston—*The Mission of the Anglo-Saxon.* Alexander Burns, Toronto—*Valedictory.*

The following degrees were then conferred in due form by the Rev. President:—B. A.—Alexander Burns, Coleman Bristol, Jas. Hoesack, Wm. H. McClive, Daniel Perrin, John Philp, E. S. Rupert, William I. Shaw, William E. Scott. M. D.—Joseph Clarke, William Lane, Isaac Bowman, Thomas J. Sutherland, Anson Buck, Charles W. Stinson, David W. Dubble, Levi H. Swan, Benjamin Bowman, Henry Smith, Titus Crooker, John Grant, Edward Allworth, Alexander R. Strachan, John Baird, William McGregor, William H. Street, A. Cook, J. O'Donnell, T. Keating, E. Hornibrooke, H. Tuck, Thomas Schofield.

Honorary.—M. A.—Professors C. V. Berryman, M. D., and John Herbert Sangster, Esq., Second Master of the Normal School, Toronto. LL.D.—Rev. Egerton Ryerson, D.D., Chief Superintendent of Education in Upper Canada. The President then announced that the Senate had also granted the degree of D.D., to the Rev. Samuel D. Waddy, President of the British Wesleyan Conference. The Presentation of Prizes was the next in order, and in reference to the Prince of Wales' Prizes, the President drew particular attention to the fact that they were given to the students who had been most successful in all departments of the College curriculum during the four years of their course. The First Prize was not given to a student who had shone brilliantly in one department of study, or who

had run well for a year or two, but to him who took *the highest standing in all the prescribed subjects of the curriculum during the whole four years of study.*

The Rev. Dr. Ryerson, on being called upon to present the different prizes to the successful competitors, explained the origin of the various prizes. In referring to the principles which guided the award in the case of the Prince of Wales' Prizes just set forth by the learned President, he observed very forcibly that solidity of character could only be acquired by cultivating every faculty of the mind. Such a course of mental discipline as that which is maintained in the curriculum of the University of Victoria College tended to produce minds of a high order, distinguished by the breadth and comprehensiveness of their views. The following were the Prizes awarded to under-graduates:—*First in Arts*—The Prince of Wales' First Prize—Alexander Burns. *Second in Arts*—The Prince of Wales' Second Prize—W. H. McClive. *First Prize in Scripture History*—The Ryerson Prize—Alex. Hardie. *Second Prize in Scripture History*—Nelson Bigelow. *First English Essay*—The Webster Prize—John Frost. *Second English Essay*—The Hodgins Prize—John Philp. Concerning these we have briefly to remark :—

1. That the First Prince of Wales' Prize is the highest honor in the gift of the University, and though for the present consisting of *Books* will probably be bestowed hereafter in the form of a *Gold Medal*. In this event a Medal will be given to the talented and industrious graduate who has won the Prize the present year.

2. We may mention that inasmuch as the donation given by the Prince of Wales had not been invested long enough to produce the required amount for the three prizes which will hereafter be annually bestowed, only *one* would have been given this year, but for the generous kindness of Mr. John Hayden, of this town, who kindly furnished this year a sum sufficient to enable the University authorities to bestow the Second Prize.

3. The First Prize in Scripture History, named "the Ryerson Prize," and the First and Second Prizes, named the "Webster and "Hodgins" Prizes, are the proceeds of a sum of between $600 and $700, given some time since by J. George Hodgins, Esq., LL.B., the Deputy Superintendent of Education, for the purpose of founding Prizes for the encouragement of industrious students in Victoria College, his own beloved *alma mater*. The Second Prize in Scripture is the result of a similar gift on the part of her distinguished son W. Kerr, Esq., a valued townsman of Cobourg. In addition to the prizes already referred to, there were three others of less value bestowed upon the leaders of the three matriculant classes, all of which are regarded as of equal standing. The names of these prizemen are—James G. Blair, William Wilkinson, and Alexander McNab Meacham. The Hon. John Rolph, LL.D., the venerable Dean of the Medical Faculty, then delivered an Address, which we understand bore chiefly on the relative position of the Universities of Toronto and of Victoria College, but it was spoken in so low a tone that most of it was inaudible to three-fourths of the audience. The Benediction was then pronounced, and the meeting adjourned.—*Cobourg Star.*

—— MODEL SCHOOLS EXAMINATION.—The annual public examination of the Model Schools of Upper Canada, took place on the 21st inst., in the Normal School buildings, in the presence of a large number of the parents of the children and of the general public. The appearances made by the children during the examination in the several departments, was exceedingly creditable to their own assiduity and to the efficiency of their teachers. At the close of the examination, the prizes awarded to the most diligent and successful pupils, were distributed—those to the girls, by the Hon. P. M. Vankoughnet, Commissioner of Crown Lands, and those to the boys by the Hon. James Patton, Vice-Chancellor of the University. Besides the usual prizes in the girls' department, Mrs. Clark, the teacher of the first division, gave at her own expense a copy of Worcester's large and costly dictionary to each of the two best spellers among the girls under her care. Master William Gemmell, the boy whose general proficiency entitled him to the scholarship for the Model Grammar School, being called forward, Dr. Ryerson said that this scholarship was given for the first time last year. The boy who obtaied it was the son of a poor man who was unable to procure the books necessary for his studies in the Grammar School, and the father therefore intended to put the boy to a trade. A gentleman hearing this, purchased for him the necessary books, and the boy went into the Model Grammar School last year without knowing a word of Latin or Greek. He passed through the first or lowest class, and at Christmas was advanced into the second class, and now stood dux of the third class in the Model Grammar School. (Applause.) The Hon. Mr. Patton in presenting the scholarship, hoped that the boy who had carried it this year, would be as successful as his predecessor of last year, and giving his ambition a still wider flight, he might in a few years take an honourable place within the walls of the University. After the distribution of the prizes, the girls of the second division presented their teacher, Miss Shennick, with a handsome work-box, as a mark of their affection and regard. The girls of the first division, who have completed their course of instruction in the Model School, presented their teacher, Mrs. Clark, with a valuable gold chain. Dr. Ryerson then briefly addressed the audience. He said the session of the Normal School closed last week, the session of the Model School closed to-day. He had never listened with more pleasure to the examinations in the model schools than he had done to-day, or with more satisfaction in regard to the mode of teaching which was pursued. And he had equal reason for satisfaction in viewing the condition of the Normal School. During last session there were no fewer than 182 new applicants for admission to the Normal School; of these 23 were rejected and 159 admitted. There were who left during the session—some on account of ill health, others on account of poverty, and others on account of inability to keep up with the classes—46; leaving 113 in the Normal School at the close of the session. Of the 182 who applied for admission during the past session, no less than 93 had been teachers previously to coming to the school, and many of them first-class teachers. He was happy also to state that among the most successful teachers in training in the Normal School were those who had a previous training in the Model School—and the two young ladies who on a former occasion like this stood the first in the Model School, stood now, if not the two first, at least among the first in the Normal School, competing with not only female but male teachers. Dr. Ryerson concluded by announcing an adjournment of the school till the 12th August. Rev. Wm. Ryerson then pronounced the benediction, and the proceedings were closed by the singing of the National Anthem.

—— TRINITY COLLEGE VOLUNTEER RIFLE CORPS.—A well attended meeting of the members of the University of Trinity College, was lately held, for the purpose of organizing a Volunteer Rifle Corps, to consist of the graduates and under graduates of the College. A memorial of His Excellency the Governor General was drawn up and signed by all present, petitioning His Excellency to give his sanction to the formation of a Rifle Corps in connection with the College. Major Robert Denison, to whom the credit of setting the scheme on foot is mainly due, was unanimously appointed Captain, subject to the approbation of the Commander-in-Chief. The Captain-elect was then requested to recommend Salter J. Vankoughnet, Esq., M. A., B. C. L., as Lieutenant, and Professor Bovell as Surgeon to the Corps. We are glad to observe that Trinity College has thus exhibited its loyalty in being the first in Upper Canada to follow the example so nobly set by our fellow subjects at home, and more particularly by the Universities of Cambridge and Oxford.—*Leader.*

UPPER CANADA SCHOOL BOOK DEPOT.

R. AND A. MILLER have REMOVED to No. 62, *King Street East*, where will be found the largest assortment of SCHOOL BOOKS in Canada. ☞ Teachers are requested to call.

R. & A. M. are the sole agents for LOVELL'S SERIES OF SCHOOL BOOKS, of which the following are published:—"The National Series," carefully revised and punctuated, printed from new stereotyped plates, on good paper, and well bound; "Sangster's Elementary" and "National Arithmetics," the second editions, carefully revised; "Sangster's Philosophy;" "Vasey's Classical English Spelling Book;" "Vasey's Grammar made Easy;" "Gordon's Outlines of Chronology;" and "Barber's Elocution."

Just out, "LOVELL'S GENERAL GEOGRAPHY," containing 43 coloured Maps and numerous Illustrations, &c., by J. George Hodgins, LL.B.; "ROBERTSON'S GRAMMAR" in enlarged print and improved binding, and the "KEY TO SANGSTER'S NATIONAL ARITHMETIC."

☞ School Dialogue Books and Speakers, of the best and latest Editions, kept constantly on hand.

R. & A. MILLER,
60, St. François Xavier Street, Montreal. 62, King Street East, Toronto.
3pt10d.

ADVERTISEMENTS inserted in the *Journal of Education* for 25 cents per line, which may be remitted in *postage stamps*, or otherwise.

TERMS: For a single copy of the *Journal of Education*, $1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

All communications to be addressed to J. GEORGE HODGINS, LL.B., *Education Office, Toronto.*

LOVELL AND GIBSON, PRINTERS, YONGE STREET, TORONTO.

JOURNAL OF EDUCATION,

Upper Canada.

VOL. XIV. TORONTO: JULY, 1861. No. 7.

CONTENTS OF THIS NUMBER.

	PAGE
I. EDUCATION IN FRANCE	97
II. REFORMATORY SCHOOLS IN GREAT BRITAIN	98
III. ENGLISH EDUCATION, SCIENCE, AND ART—Estimates for 1861	98
IV. PAPERS ON PHYSICAL GEOGRAPHY—(1) Geological Survey of Canada. (2) The Mineral Wealth of Lower Canada. (3) Notes of Lessons on Gibraltar. (4) The Bottom of the Ocean	99
V. PAPERS ON THE NEW COMET, &c.—(1) The Comet—The French Academy of Science on the New Comet—Professor Mitchell's Observations—Observations by Lieut. Ashe, of Quebec. (2) The Weather and the Comet. (3) Shock of an Earthquake in Canada	100
VI. BIOGRAPHICAL SKETCHES—No. 15. The Right Hon. Lord Campbell. No. 16. The Sultan of Turkey	101
VII. PAPERS ON PRACTICAL EDUCATION—(1) A Talk with Teachers. (2) The Dull Scholar. (3) Education is Wealth. (4) Rearing Children. (5) Summer Sickness in Children. (6) Give the Children Fresh Air	101
VIII. PAPERS ON FLOWERS, &c.	102
IX. PAPERS ON NATURAL HISTORY—(1) Chinese Animals	104
X. EDITORIALS—Provincial Certificates granted by the Chief Superintendent of Education.—The Normal School.—"Our Common Schools"	104
XI. MISCELLANEOUS—(1) True Freedom—How to gain it. (2) "I thought it was my Mother's Voice." (3) Result of a kind action. (4) The Useful and the Beautiful. (5) The last Will and Testament of our Best Friend. (6) "I don't see why." (7) The Honour due to Industry. (8) American Modern Refinement. (9) Lord Elgin on the Chinese	105
XII. EDUCATIONAL INTELLIGENCE	109
XIII. LITERARY AND SCIENTIFIC INTELLIGENCE	111
XIV. DEPARTMENTAL NOTICES	111
XV. ADVERTISEMENTS	112

EDUCATION IN FRANCE.

Bentley's Miscellany for June has an interesting article on education in France, from which we compile some interesting facts and statistics. The system of education in that empire has been considerably liberalised of late years. Under the old monarchy it was under the direct management of the government, although a certain number of private schools existed by permission. They were, however, under the control of the academical authorities, and the teaching in them was confined within prescribed limits. Under the first Empire, in 1805, the system was reconstituted on a more liberal basis. In 1833 further extensions of the system were made, all the schools being still under the exclusive control of the government.

But in 1850 the monopoly assumed by the state was greatly diminished, a law being passed in that year establishing private schools of all classes, M. de Falloux being then Minister of Instruction, and the projector and framer of the law. The general superintendence of education is vested in that officer, who is assisted by the "Superior Council of Education," which is composed of four archbishops or bishops, one Calvinist and one Lutheran minister, one delegate from the Jewish consistory, all chosen by their respective colleagues, and several superior government officials named by the state. Eighteen inspectors-general are attached to the council.

For the administration of the public schools (those supported by the state as distinguished from those founded by private enterprise,) except those in Paris, there is an Academic Council, except that in the primary public schools, their action is confined to questions of pure teaching. Every commune is *required* to have a public primary school for boys, and every commune of eight hundred inhabitants is equally bound to have a separate primary public school for girls. Children of different sects are not allowed to frequent the same school, unless, as often occurs, there is only one of any kind, public or private, in the place. As much as possible separate schools are provided for children free from attempts at conversion. The father is the sole judge of the faith in which he wishes his child to be educated.

Public primary instruction includes, obligatorily, moral and religious teaching, reading, writing, geography, physics, natural history, agricultural, and mechanics, singing, and gymnastics. In girls' schools needlework is added. This public instruction is gratuitous for all children whose parents cannot pay for their schooling: in Paris, and in certain communes, no payment is received at all. The delicate question as to who can pay and who cannot is decided by the municipal council of each commune, which draws up an annual list of the two categories of children, proposes the rate of payment to be charged to those who do pay, and sends the whole for confirmation to the prefect.

The number of communal primary schools in France, whether for boys only or for the two sexes together, has risen from 22,640, in 1833, to about 36,500 in 1847. There are 36,000 communes in France. The number of private primary boys' schools in 1858 was estimated at 3,500, making a general total of about 40,000, of which total 22,000 were exclusively for boys, and 18,000 for both sexes. The number of communal girls' schools, which was only 5,455 in 1847, was nearly 14,000 in 1857, while the number of private primary girls' school in the latter year amounted to 11,500, forming a total of about 25,500. The general total of primary schools in France in 1858 stood, therefore, at 65,500.

The great majority of the 36,500 communal boys' schools are taught by lay teachers; but of the 3,500 private boys' schools, about 3,000 are in the hands of the Christian Brothers. Of the 25,500 girls' schools, 13,500 are taught by nuns, including a certain proportion of communal schools, for which it is often difficult to find female lay teachers in sufficient number.

In 1857 the secondary schools were composed as follows:—

61 lyceums, with.....	21,076 pupils	.....	48,981
258 communal colleges	27,905 do		
825 lay private schools	42,462 do	63,657; but as	
256 ecclesiastical ditto.....	21,195 do		
4,305 of these pupils attended the studies of the public schools, and are already included in the number of the latter, the real number of private school pupils is reduced to,			59,333
Total.....			108,352

The effect of the permission, granted by the law of 1850, to open private schools on easy conditions, have not been so much to increase the total number of secondary pupils, which only rose from 99,623, in 1850, to 108,333 in 1854, as to divert the direction of the education of the middle classes from the hands of the state to those of private individuals. In 1850 there were 462 lyceums and communal colleges, and 914 private schools, while in 1854, after only three years' operation of the new law, the lyceums and colleges had diminished to 314, while the private schools had risen to 1,081. The number of pupils in the lyceums rose from 19,269 in 1850, to 22,936 in 1856; but the pupils of the cummunal colleges diminished in the same time from 31,706 to 28,219, so that the two together increased by only 180 pupils in these six years; while the pupils in the private schools increased from 48,654 in 1850, to 59,352 in 1854, or 10,698 in four years. The rapidity with which this result was obtained may be taken to indicate a strong disposition for private schooling among the middle classes.—*N. Y. Com. Adv.*

II. REFORMATORY SCHOOLS IN GREAT BRITAIN.

The annual report of Mr. Sydney Turner, inspector of reformatories in Great Britain, states that the number of boys in these institutions at the end of 1859 was 2,636, and of girls 640; but another school for girls is urgently required.

During the year, 108 of the inmates emigrated, 57 were sent to sea, 143 were apprenticed or placed in service by the managers, 212 were allowed to return to their friends, or placed in service by them, 102 absconded and were not recovered.

Of those who enlist or go to sea, a large proportion turn out well; such a life suits the more adventurous and active boys. The majority are not characterized by thorough depravity and love of crime, but rather by restlessness, love of excitement, recklessness as to personal danger, inability of self-control, and facility for being influenced and led by others.

Of the whole number (637) of boys and girls discharged from English reformatories up to the end of 1858, above half (333) are known to be living honestly and maintaining a good character. The number known to have been reconvicted of crime is not more than 82, not quite 13 per cent. That is a great practical test of the usefulness of these establishments, and another is their effect upon juvenile crime in general.

In 1856 reformatories had got into considerable operation, and the number of commitments to prison of offenders under 16 has since decreased year by year, so that in 1859 it was (8,913) less by 14 per cent. than in 1858, less by nearly 29 per cent. than in 1857, and less by above 36 per cent. than in 1856 (13,981), while the commitments of older persons, which were 99,755 in 1856, rose higher in 1857 and 1858, and in 1859 were still 98,159.

The total expenditure for the year was £72,893, of which the Government paid for maintenance £51,681, the parents £1,604, and £16,169 was raised by voluntary contributions.

Mr. Turner speaks very favourably of the condition of the reformatories, and expresses a strong opinion that all young offenders convicted for the second time, are known to the police as living by crime, or as closely connected with criminals, should be committed for long periods to reformatory schools, and thus their career in crime interrupted, and their influence in corrupting others arrested. For very young and yet unpractised offenders, some short punishment is advisable, or committed to a certified industrial school, which is a cheaper and more preventive institution,—at present, indeed, languishing, but well adapted to save children from sinking into the criminal class, to qualify gradually for admission into the more costly reformatory.—*English Journal of Education.*

III. ENGLISH EDUCATION, SCIENCE, AND ART—ESTIMATES FOR 1861.

This branch of the Civil Service Estimates amounts this year to £1,358,996, an increase of £30,584 over the previous year. The vote for education has risen to £1,089,171, of which £803,794 is for Great Britain. The number of children found present in the elementary day-schools inspected in the year 1860 was 962,932, an increase of 82,801 over 1859; and there were besides, 27,728 children inspected in poor-law schools, and 6,172 in industrial schools, of which last number 242 were detained under magisterial sentence. The capitulation grant was paid on 262,006 children. The number of certificated teachers in charge of schools was 7,711, an increase of 833 over 1859; of pupil-teachers, 15,535, an increase of 311; of students in training colleges, 2,826, an increase of 32. The next vote is of £111,484 for the Science and Art Department. The visitors to the South Kensington Museum in 1860 were 610,696 in number, an increase of 135,331. A sum of £17,000 was voted last year for erecting better accommodation for the collections, and it is now proposed to grant £15,000 on account of an estimate of £27,000 for buildings to replace the wooden schools and provide residences for officers on duty at night; both votes were advised by the select committee that sat last year. It is mentioned that the schools of art in the United Kingdom in 1860 reached 86 in number, with 90,625 students, an increase of 4,856 over 1859. Passing over the votes of £100,414 for the British Museum, £16,285 for Scottish Universities (a grant which is more than doubled this year), and one or two minor grants, we are brought to the vote for the National Gallery, £12,134, including £6,000 for the purchase of pictures. The chief purchase in the past year is a "predella" (once forming part of an altar-piece), consisting of five figures by Fra Giovanni. Of this work Vasari says, "The infinite small figures which are seen in a celestial glory, are so beautiful, that they seem to be truly (beings) of paradise; nor can the spectator who draws near satiate himself with contemplating them." These pictures have arrived safely in England. They were purchased for the National Gallery, in October, for £3,500; but the additional expenses, in consequence of the demands of the Roman Government before allowing the exportation, were unusually great. Those demands, ostensibly founded on the excellence and celebrity of the works, were admitted to be also partly suggested by the state of the papal finances. The British Consul finally paid £700 for the permission of exportation. With respect to the gallery in Trafalgar Square, we learn that it is hoped it will be re-opened within the month of May. The number of visitors in 1860 was 684,639; but the alterations prevented the gallery being open after the 8th of September. The average number of students was 54; the pictures most frequently copied by them during the year were Reynold's "Age of Innocence," Dyckman's "Blind Beggar," and Landseer's "Shoeing."

IV. Papers on Physical Geography.

1. GEOLOGICAL SURVEY OF CANADA.—ITS MINERAL WEALTH.

Some time ago we noticed the origin and progress of the Geological Surveys of Great Britain and of the colonies. Since then, the publication of the maps and sections of the survey of Great Britain has gone steadily on; and these, we are glad to observe, are now generally accompanied by brief memoirs, the chief object of which is to explain the grounds on which the geological lines, as depicted on the maps, are drawn—thus, it is hoped, rendering them intelligible to the general public. Geological surveys in our colonies also proceed with proportionate vigour. The survey of Trinidad, under Mr. Wall, has been completed, and it is understood that this report will speedily pass through the press. A Survey of Jamaica—an island rich in copper ores—has been commenced, and it is to be hoped that the scientific fruits of that work will equal those that have resulted from the exploration of the island of Trinidad.

The history of geological surveys is nearly uniform. They being with purely scientific amateurs, whose love of exploration induces them to undertake the work for the sake of science alone; and, after a time, governments becoming alive to the economic value of the subject, start independent surveys. It is almost needless to say that, especially in regard to remote districts, science highly profits by these institutions being placed in the charge of men who are not mere grubbers for coal and ores of metals. For a true geologist, fit to take the charge of a colonial survey, is not only thoroughly alive to the usual branches of economic geology, but, going far beyond, he grasps and realizes upon paper the whole rocky structure of a country in a manner that gives his work, not only a present and positive, but also a negative and prospective value—negative, in that it shows sensible men what it might be unwise to attempt in mining speculation, and prospective, in so far that it is often impossible to forsee the future value of the actual mapping of even the most unpromising strata. The bearing, too, of such surveys, on the progress of so-called abstract geological science is always of use, and often of extreme importance. It is, therefore, much to be regretted that the reports of the colonial surveys are so little known; for, whether it be mere neglect, or the stinginess of Legislatures, so heedless are the colonial governments (the Canadian excepted) in distributing their printed documents, that, excepting the denizens of the Colonial Office, where the subject cannot be expected to be

understood, very few of the British public that care about the matter ever see the reports at all.

We have lately received a report from the Geological Survey of Canada for the year 1857, issued by the indefatigable director, Sir William Logan, and printed by order of the Legislative Assembly. It consists of six sub-reports on the topography and topographical geology of previously unexplored or partially unexplored districts, by Mr. Murray, Mr. Richardson, Mr. Bell, and Mr. Billings—determinations of the longtitudes and latitudes of important places in the Province, by Lieutenant Ashe, of the Quebec Observatory—and descriptions of new species of fossils, by Mr. Billings, and the distinguished American palæontologist, Professor James Hall, of Albany. All these gentlemen evidently work with a will, and the result is a Report of 240 octavo pages, accompanied by valuable maps containing much new knowledge.

There is a vast tract of country, extending from the northern shores of Lake Superior, occupied by the Huronian rocks, which are the geological equivalents of the Chambrain strata of the Longmynd of Shropshire, and of the rough mountains that stretch from Barmouth towards Festining, in Meriontshire. These, in parts of Canada, are known as the copper-bearing rocks of Lake Huron, and the discovery of copper-lodes therein as an important object, while to search for these by mere empirical examination, would be an endless and a hopeless work. Most metalliferous lodes occur in cracks and dislocations, and these, in many cases, are apt to occur where the strata have been crumpled and contorted into what are termed anticlinal and synclinal folds. To ascertain in a preliminary manner the general nature of these curves, Mr. Murray selected a band of limestone from 150 to 250 feet thick, easily recognisable from the other strata; he fastens upon this on the banks of Echo Lake, north of Lake Huron, and follows it something like a greyhound, by the eye, sometimes like a sleuthhound, as it were by the scent, through all its convolutions, away to the west side of Little Lake George. He has noted that it is associated with two bands of conglomerate, one below and one above—coarse obtrusive masses, not so easily put out of sight—and following these he dodges the limestone on its track, and catching good sight of it on Theasalon and Otter-tail Lakes, he follows it more or less closely, altogether for upwards of forty miles, till it again takes water on the north shore of Lake Huron among the copper "mining locations," the stratigraphical structure of which this work will, when completed, very materially illustrate.

The body of information collected by Sir William Logan's assistants is valuable in many ways, for, traversing as they do great tracts of imperfectly known country, they are instructed in addition to purely geological researches, to observe the nature of the soil, the heights of mountains, the rate of the falls of rivers, the state of the timber, and the species of quadrupeds, birds, land, and fresh-water shells, and other points of natural history, the state of agriculture, and any further questions of economics on which they are able to form a just opinion. For the prosecution of such investigations the scientific world is much indebted to the Canadian Government, even though, being subsidiary to geological work, they are necessarily somewhat desultory, and all Silurian palæontologists will estimate the value of the lists, descriptions, and figures of Canadian fossils by that able naturalist, Mr. Billings, in his report of 1858, helping as they do, to a comparison of the Old World forms of the other side of the Atlantic with those of Europe—a subject the interest of which will be best understood by those who know that, while many American forms are identical with ours, others differ just so much that palæontologists disagree as to whether they are different species or mere varieties. Those who are able to appreciate Mr. Darwin's remarkable book on the *Origin of Species* will see the importance of this subject.

Did space permit, we would fain follow Mr. Richardson and his party into Gaspé—that little-known region that lies at the mouth of the Gulf of St. Lawrence, opposite Labrador and Newfoundland. For the most part it is a wild, hilly country, forming the north-eastern extremity of the great Appalachian chain, and consisting chiefly of Lower and Upper Silurian and Devonian rocks. The basis of its mountains are covered with spruce, white pine, balsam fir, white birch, and cedar; while their tops are often utterly barren, and, even in July, covered with patches of snow. Its agricultural capabilities are poor, and its population so sparse, that running short of provisions, Mr. Richardson and his party were reduced for some days to living on porcupines, the merits of which in a cold roast state have erst been sung by the late lamented Edward Forbes.—*Saturday Review.*

2. THE MINERAL WEALTH OF LOWER CANADA.

The utmost activity will prevail this season in the mining districts of this part of the Province. Geologists have been theorising for years, and disputing as to whether there is or is not gold, lead or copper, in particular localities. Last summer was the explorer's year, and an army of practical men, with chisels and hammers, and microscopes and specimen bags, swarmed over the country. This year we shall have the mining era commenced. English capital will be invested here, as well as a great deal of American money, timorous, as capital ever is, of the troubles in the Republic. Hundreds of labourers will be set to work. An impetus will be given to colonization and immigration, which will be of the utmost advantage to us. It is difficult to say where the miners most will congregate. There is an *embarras de richesses* before them. The Gaspé lead mines invite them. The Chaudière and River du Loup gold diggings hold out no common inducements. The copper mines all over the Eastern Townships, cannot but attract them. All these are valuable. All will be made to yield their riches to industrious labour.—*Quebec Chronicle.*

3. NOTES OF LESSONS ON GIBRALTAR.

Position.—In the extreme south of Spain; a small promontory, about $2\frac{3}{4}$ miles in length, and $\frac{3}{4}$ in breadth. Its latitude is 30° 8′ north, and its longitude 5° 21′ west. The rock on the north side is perpendicular, and nearly so on the east and south; rather sloping on the west. Gibraltar has not an excellent harbour, but is important as a military station of Great Britain.

History.—Gibraltar was known to the ancients as Mount Calpe, and formed, with Mount Abyla on the African side, the pillars of Hercules. It was visited by the Phœnicians and Carthaginians, and was occupied as a station by the Romans; afterwards used as a military post by the Saracens, who erected a fortress in A.D. 712. They called it Gebel Torif, after their chief. Time has corrupted Gebel Torif into Gibraltar.

From 712 down to 1462, Gibraltar remained in the possession of the Moors of Barbary. In 1462 it was taken by the Spaniards; and, on its being surprised and pillaged in 1840 by an inconsiderable body of Moors, it was rebuilt and freshly fortified, on the most approved principles of the day.

After remaining in the hands of the Spaniards 242 years, it was captured by an English fleet under Admiral Rooke, July 21st, 1704. About three months after an army of French and Spaniards besieged it; and so determined were they in their plans, that 500 volunteers pledged themselves to capture Gibraltar or perish. The attempt was unsuccessful, and the siege was reduced to a blockade. Finally, the place was made over to the English at the peace of 1713. In 1727 another attempt was made to seize it, ending in a siege, which cost the assailants 3,000 lives, and the garrison 300.

In 1779 the last attempt was made by the Spaniards to get possession of Gibraltar. The siege lasted three years and seven months. The governor of the place was General Elliott; the commander of the Spanish forces, Duke de Crillon. Twice provisions failed, and the garrison were reduced to the utmost straits; even dandelions and nettles were sought after as luxuries. At last, Elliott determined to use red-hot shot; and so destructive were these projectiles, that in a few hours he had blown up most of the enemies' floating batteries, and fired many of their ships. Shortly after the siege was raised, and peace was concluded.

Since 1783, neither the Spaniards nor any other nation have molested the English in the possession of Gibraltar.

Importance.—(*a*) As a military and naval station to Great Britain, being the strongest fortress in the world. (*b*) In a commercial point of view, as a protection to English commerce in the Mediterranean Sea.—*Robert Waite, in English Pupil-teacher.*

4. BOTTOM OF THE OCEAN.

Soundings in the Atlantic, according to *All the Year Round*, have revealed the fact that at least two hundred and thirty miles from the coast of Ireland, the water is still shallow; or, in other words, that there is another Ireland only waiting to be raised—thus reversing the famous panacea for keeping the country quiet. It is just beyond this that the true Atlantic begins, the gulf suddenly sinking to 9,000 feet. Thus Ireland may one day have a coast line as high as the Alps. The whole floor of the Atlantic is paved with a soft, sticky substance, called oazo, nine-tenths consisting of very minute animals, many of them mere lumps of jelly, and thousands of which could float with ease in a drop of water; some resembling toothed wheels; others bundles of spines or threads shooting from a little globule. Some, however, are endowed with the property of separating flint from the sea water—which is more than every chemist could do; and there are hundreds of square miles covered with the skeletons of those little creatures. Part of this oazo is doubtless from the clouds of rain-dust which rise from the vast steppes of South America, in such masses as to darken the sun, and make the animals fly to shelter, and which, after sweeping like a simoon

over the country, lose t emselves in the "steep Atlantic." No bones have been found of the larger animals, so that the kraken and sea-serpent might sleep their last sleep, and leave not a bone or a vertebra to tell the tale. Not a mast or anchor, nor a block or strand, not a coin or keepsake, has been found to testify of the countless gallant ships and more gallant men who have gone down amid the pitiless waves.

V. Papers on the New Comet, &c.

1. THE COMET.

J. R. Hind, Esq., an eminent English astronomer, has written to the *Times* in regard to the comet as follows:

Having obtained observations of the splendid comet now visible on three successive evenings, I have been enabled to calculate the elements of its orbit, which I now transmit, together with a few particulars founded upon them.

The comet arrived at its least distance from the sun about one o'clock in the morning of June 10th, in heliocentric longitude 244 degrees 35 minutes, being then separated from him by 76,000,000 miles. It crossed the plain of the earth's orbit from the south to the north side, in longitude 279 degrees 1 minute on June 28, in a path inclined 85 degrees 58 minutes to the ecliptic. The true orbital motion is direct.

Its distance from the earth on Sunday evening, June 30, was rather over 13,000,000 miles, and a little less than 15,000,000 at eleven o'clock on the evening of July 2. It is therefore receding slowly from us, as well as from the sun. The apparent length of the tail on the above evening was 70 degrees, corresponding to a true length of 16,000,000 miles. The nucleus, which is extremely brilliant, was about 400 miles in diameter.

The comet has a very striking and interesting appearance in the telescope; but it would be difficult to describe it without the assistance of a diagram. It is certainly not the comet of Charles V. (1556), the return of which has been anticipated about this epoch.

I subjoin a few places, calculated from my elements, which will sufficiently define the track in the heavens from the 3rd to the 10th of July:

FOR MEAN MIDNIGHT AT GREENWICH

	Right ascension. h. m.	North declination. deg. min.	Dist. from the earth in miles.
July 3	9 47·8	66 3	16,500,000
" 4	10 57·7	66 54	18,400,000
" 5	11 53·7	66 8	20,500,000
" 6	12 34·8	64 40	22,700,000
" 7	13 4·7	63 0	25,100,000
" 8	13 26·5	71 22	27,500,000
" 9	13 43·0	50 51	30,000,000
" 10	13 55·6	58 28	32,500,000

THE FRENCH ACADEMY OF SCIENCE ON THE NEW COMET.

This new visitor, which has taken even astronomers by surprise, shone with great brilliancy last night, exciting universal admiration. The reason why it was not observed before is, that, up to the 30th ult., its distance from the pole was such as to make it set together with the sun; whereas, from that date, it has approached so near the pole that it cannot set at all. Its size does not at present exceed that of 1858, and it differs from it materially in this respect, that its tail is straight instead of being curved. The observations taken by MM. Lépissier and Loevy, on the 30th ult., were as follows:

Mean Time, Paris. h. m.	Right Ascension. h. m. s.	Distance from Pole. ° ′ ″
9 5	6 37 40	44 11 1
11 27	6 40 37	43 20 9
11 44	6 41 1	43 13 5

Yesterday its distance from the pole was not more than 35 degrees, it having thus performed nearly eight degrees northward in the course of twenty four hours. It is composed of a very brilliant nucleus, a luminous aureola of considerable breadth, a tuft on the side turned towards the sun, and a large tail in the opposite direction. According to M. Claeornac the tuft is eccentric, and composed of six curved and radiant branches, each not more than a minute in length; they are all curved in the same sense.

As might have been expected, the comet gave rise to an animated discussion at yesterday's sitting at the Academy of Sciences. M. Elie de Beaumont read a letter from M. Goldschmidt, the amateur astronomer, in which he stated that the comet was 35 degrees in length, and between three and four in breadth, so that it measures 17,000,000 of leagues. M. Babinet remarked that Mr. Hind's ephemerides of Charles the Fifth's comet, give it the precise position of the present one. M. Bomine had predicted its return in 1858; and Mr. Hind admitted that it might return between 1856 and 1860. Considering the imperfect manner in which observations were taken three centuries ago, it would surprise no one that a difference of six months should exist between the time of its appearance and the time calculated. If this were so, the present comet was the same that had been observed in 1556, and caused the abdication of Charles V. It had previously appeared, according to Pingre, in 1264, when it was supposed to announce the death of Pope Urban IV.; and its appearance had been recorded even earlier,—in July, 975, by the Chinese. M. Leverrier was not of M. Babinet's opinion. Mr. Hind's table showed different positions which Charles the Fifth's comet might occupy in the event of its return, and the question was so undetermined that it was no wonder to find a position in the table answering to that of the present comet. And, indeed, there was one corresponding to the position of the 30th June, but the motion of the present comet in the course of 24 hours was so different from that given in the table, that the identity of the two comets could no longer be admitted.—*Galignani's Messenger.*

PROFESSOR MITCHELL ON THE NEW COMET.

Professor O. M. Mitchel has made an observation of the new comet at the Dudley Observatory, and offers the following explanation of its sudden appearance:—"If it be permitted to hazard a conjecture, we may account for the sudden splendor of this grand object by supposing that during its approach to the sun it has been above the horizon only during daylight, and hence escaped detection; that on passing its perihelion, or nearest point from the sun, the direction of the orbit was such as to sweep it rapidly from that luminary and to bring it in a very few days to the region of the heavens now occupied. This conjecture is based on the general fact that comets do not commonly throw off such immense trains of light until after their perihelion passage. Until a sufficient number of observations have been obtained to render it possible to compute the elements of its orbit, it will be impossible to decide whether this is its first appearance or whether it be the return of a comet that may have startled the world ages ago."

LIEUT. ASHE, OF QUEBEC, ON THE NEW COMET.

Lieutenant Ashe of the Quebec Observatory writes as follows in regard to the recent comet:

The comet that has just emerged from the sun's rays, and burst upon our view, I take to be no other than the celebrated comet of 1264—that comet which was recorded in terms of wonder and astonishment by the historians of that age.

It was at the height of its splendor in the month of August; the tail was upwards of 100 degrees in length; both Chinese and European writers testify to its enormous length. It continued visible until the beginning of October. Historians generally agree in dating its last appearance on the 2nd of October, on the night of the death of Pope Urban IV., of which event it seems to have been the precursor.

In 1556 at the latter end of February, or early in March, a comet became visible in the constellation of Virago. It was closely watched at Vienna by Paul Fabricus, astronomer at the Court of the Emperor Charles V., but it was not really so conspicuous as that of 1264, but still described as a "great brilliant star."

Our countryman, Dr. Halley, the second Astronomer Royal, calculated the elements of the comet of 1556, but owing to the imperfect nature of three observations, his elements were not considered so exact as of other comets he had calculated, but sufficiently so to identify it with the comet of 1264.

The distinguished mathematician, "Hind," has calculated the orbit of this comet, and after making some allowance for several disturbing forces, came to the conclusion that it might be expected between August, 1858 and August, 1860.

Now, although it is nearly a year behind time, I am of opinion from its position that it is the expected comet.

2. THE WEATHER AND THE COMET.

Almost ever since the appearance of that unexpected ranger of the heavens—the comet—the weather has been extraordinarily varied and changing. We had a regular tornado, which did considerable damage, on Tuesday about noon; and last night the wind blew a perfect hurricane, while the rain fell in torrents. While we write (11 o'clock, A.M.) it is still raining; but the clouds appear as if they were brightening, and the sun striving to force itself into sight.—*Montreal Pilot.*

3. SHOCK OF AN EARTHQUAKE IN CANADA.

At a quarter past nine o'clock yesterday evening, a severe shock of an earthquake was felt in this city. It continued several seconds, and was accompanied by a low, rumbling report. Much consternation was occasioned by it, since it caused windows and doors to shake violently, and in some cases the walls and beams were seen to vibrate, while the inmates were almost thrown from their feet. The motion, which was of a vibratory nature, seems to have been North and South. Dr. Smallwood sends us the following: "A smart shock of an earthquake was felt at the Observatory, Isle Jesus, last night, (the 11th inst.) at 9 hour, 3 min., mean time; the wave passing from the West towards the East; the tremor lasted about twenty seconds. The *Sound Wave* was distinct from the *East Wave*. Barometer, 29.624 inch; Thermometer, 57.5; Wind, E. by S., calm; Sky covered with *cumuli stratus* clouds; considerable magnetic disturbance." The shock of the earthquake was also distinctly felt in Montreal and parts adjacent. Is this to be attributed to the Comet? At Chambly we learn that it lasted for eleven seconds.—*Montreal Pilot.*

VI. Biographical Sketches.

No. 15.—THE RIGHT HON. LORD CAMPBELL.

John, Lord Campbell, Chief Justice of the Queen's Bench and Lord Chancellor of England, was the son of a Scotch clergyman of ancient lineage. He was born in 1781, and educated, with a view to clerical pursuits, at the University of St. Andrews. Resolving, as time passed on, to seek fame and fortune at the English bar, Mr. Campbell, while pursuing his legal studies, exercised his literary skill as reporter and theatrical critic to the *Morning Chronicle*. Being called to the bar in 1806, by the Society of Lincoln's Inn, his talents ere long won him a prominent place among advocates; but his politics not being of a colour particularly grateful to Lord Eldon, he was not until 1827 invested with the silk gown of a King's Counsel, and admitted within the bar. Obtaining a seat in the House of Commons in 1830, he was, in 1832, appointed Solitor General, and in 1834 Attorney General in Lord Grey's ministry. In the latter year he had the distinction of being elected member of the city of Edinburgh, and continued to represent the Scottish metropolis until June, 1841, when he relinquished the functions of Attorney General to accept the Chancellorship of Ireland and a place among the peers of England,—his wife, a daughter of Lord Abinger, having previously been created a peeress in her own right, with the title of Baroness Stratheden.

In the summer of 1841, however, the Melbourne Cabinet was under the necessity of resigning, and the exertions of Lord Campbell in his legal capacity were limited to his judicial functions as a member of the Privy Council and the House of Lords. Entertaining a becoming respect for Bacon's maxim in regard to every man being a debtor to his profession, Lord Campbell employed his learned leisure in writing "The lives of the Lord Chancellors and Keepers of the Great Seal," a work which was hailed by all parties as an accession to biographic literature, which he still further enriched by giving to the public his "Chief Justices of England."

The return of the Whig party to power in 1846, restored Lord Campbell to office as Chancellor of the Duchy of Lancaster, and as a member of the Russell Cabinet he took a leading part in the business and debates of the Upper House. In 1850, upon the retirement of Lord Denman from the Bench, Lord Campbell was installed as Chief Justice of England, and in that capacity added to the fame and popularity he had previously enjoyed. He was succeeded in the Chief Justiceship by Sir Alexander Cockburn; and upon the accession of the Palmerston Ministry to power, in June, 1859, was created Lord High Chancellor, with a salary of $50,000 per annum, which office he held at the time of his death.

No. 16.—THE SULTAN OF TURKEY.

Abdul Medjid, Sultan of the Ottoman Empire, died on the 25th of June, in his 40th year, as he was born on the 6th of May, 1822. Had he lived six days longer, he would have completed the 22nd year of his reign, his ascension to the throne dating from the first of July, 1839. When he became Sultan, his empire appeared to be on the verge of extinction, and nothing but the intervention of the Christian powers of Europe prevented the downfall of the Ottoman family, and elevation of Mahomet Ali to the throne. He was not a man of much intellect, but his intentions were good, and on more than one occasion he showed spirit, and liberal disposition. In 1849 he was prepared to go to war with both Russia and Austria rather than surrender the Hungarian exiles; and in 1853 his decision brought on the Russian war, which led to the most important changes in the condition of Europe. His early death is to be ascribed in part to the original weakness of his constitution, but more to indulgence in physical pleasures; but something should be allowed to the perplexities of his position, his empire continuing to exist only through the jealousy of the great Christian nations of Europe, the rulers of which cannot agree upon the terms of its partition. He is succeeded by his brother, Azis Effendi, according to a fundamental law of the empire, though he left several children.

VII. Papers on Practical Education.

1. A TALK WITH TEACHERS.

BY F. A. ALLEN, WEST CHESTER, PA.

How shall I secure a *regular* and *punctual* attendance at the school? This is a question often asked by teachers, and we have as often given an answer. The answer, while quite satisfactory to ourselves, may have been and doubtless often is quite otherwise with the asker. And this must necessarily be so, while we remain mere copyists. Every teacher has a *special individuality*, which distinguishes him from all others, and he can no more possess the individuality of another, and thereby carry out in detail another's plans, than he can *look* like another. It is true, he may do, so far as the act is concerned, just the *how*, the *when*, and the *where* of another. And yet he may fail.

Now, why is this? Simply because he lacks the spirit—the *special individuality*. A teacher seldom fails to accomplish that in which he enters with his whole spirit. The teacher must be zealous, and "his zeal must be according to knowledge." He who coldly or indifferently enters into the carrying out of certain plans or directions of another, cannot reasonably hope for success. What we need then, is to enter into the *spirit* as well as the letter. Yea, we may forget the *letter* if we but retain the spirit. Then we shall be able to put on our own individuality, and success may be ours.

But to the question above proposed. We shall endeavor to present an answer to this question, the spirit of which, if carried out, cannot fail of being satisfactory in its results. First, the teacher must study the habits and character of children. And he can do this, to some extent, by studying himself. And the farther back into his own childhood he can get, the better will he be able to study this matter. "What were the promptings that led *me* to the performance of certain acts?" "What were the inducements that drew *me* to the school-room or caused me to play truant?" And as you recall with pleasure a few bright days in your school scenes—days of all others you were the most anxious to be early there, and for which you would gladly have exchanged weeks of other days—the question should come to you with a double force—"Why were those days so full of interest? Why do I recall them so readily? and how came those so indelibly impressed upon my mind?" These are the questions that should suggest themselves to you, the answers of which will give you a sure key by which you may solve your own difficulties. Another question still you should ask. "What are the inducements that led me to the daily duties of the school-room?" The answer to this may indicate in some slight manner the condition of your own mind. Do you love to teach? Do you go to your labors with a heart full of cheer? Are you hopeful, and are you daily watching that most interesting sight—the opening and expanding of the youthful mind? Does the sight of your pupils, as morning after morning they greet you, gladden your heart? Or, do you go to your labors as a slave, looking only to the end of the term and the wages you are to receive? Remember this, the spirit you possess soon infuses itself throughout the school-room. And although you may so hide the thoughts, emotions and passions of your bosom that your *words* give no index to them, your face—"the unguarded rendezvous of all the imponderable couriers of the heart," will give a sure indication of the inward workings of your mind. How essential, then, that thoughts and words agree.

We have thus far spoken of the *spirit* of this work. A word as to the letter. Kindness is the key to the human heart. He who sympathises with you in your troubles and distress, is drawn closer to you by the cords of your heart, instinctively. Again, he who interestedly enters into your plans, making suggestions, giving a friendly word of advice, and above all, encouragement, most certainly finds a lodgment in your heart. Then it becomes a part of your duty that you not only be kind, and sympathizing, but that you enter into the childish plans, yes, and we may say the childish *sports* and *plays* of pupils. Rest assured it will help you much. Have you ever assisted in the construction of a child's play-house in or around the school-yard? Did you ever participate in their sports, suggesting new ones, and assisting to interest all in the play? Here have you known the satisfaction arising from words and looks of thankfulness. The gratitude and kindly feelings entertained of you by your pupils, steal over you like grateful odors from the flower garden. Be mindful of the acts of your pupils. Watch the

secret workings of their minds. You will soon discover the *how* and the *where* to reach their understanding and to influence them. Some boys must, and are *designed* to be leaders, and no other position will answer, without the violation of a natural law. Now, there is a way to lead that boy, as though he led himself and you too. The old adage is—

"Men should be taught as if you taught them not,
And things unknown proposed, as things forgot."

Here lies the true secret of teaching and governing. Make as little display of your own abilities as possible. Show your pupils that you too are a learner. Make no display of your authority unless absolutely needed. Let your pupils feel that they govern themselves, and in some degree control you. What is there that more quickly awakens the "old Adam" in us, than a sight of whips and instruments of punishment. How do we feel toward him who puts no confidence in us? Remember that it is a part of *true* education to be able to govern oneself. But we must close here for this month. In our next talk we may say more on this point.—*Pennsylvania Teacher.*

2. THE DULL SCHOLAR.

"Wines, the stronger they be, the more lees they have when they are new. Many boys are muddy-headed till they be clarified with age; and such afterwards prove the best. Bristol diamonds are both bright and square and pointed by nature, and yet are soft and worthless; whereas orient ones in India are rough and rugged naturally. Hard, rugged, and dull natures of youth acquit themselves afterwards the jewels of the country, and therefore their dullness is at first to be borne with if they be diligent. That schoolmaster deserves to be beaten himself who beats nature in a boy for a fault. And I question whether all the whipping in the world can make their parts who are naturally sluggish rise one minute before the hour nature hath appointed."—"The good Schoolmaster," in Thomas Fuller's *Holy State.*

3. EDUCATION IS WEALTH.

The parent that procures his child a good mind, well principled and tempered, makes a better purchase for him than to lay out the money to enlarge a farm. Spare the child in toys, in silks and ribbons, as much as you please, but be not sparing in his education.

4. REARING CHILDREN.

The following rules for rearing children are deserving the attention of every man and woman:

I.—Children should not go to school until six years old.

II.—Should not learn at home during that time more than the Alphabet, religious teachings excepted.

III.—Should be fed with plain, substantial food, at regular intervals of not less than four hours.

IV.—Should not be allowed to eat anything within two hours of bed-time.

V.—Should have nothing for supper but a single cup of warm drink, such as very weak tea of some kind, or cambric tea, or warm milk and water, with one slice of cold bread and butter—nothing else.

VI. Should sleep in separate beds, on hair matresses, without caps, feet first well warmed by the fire or rubbed with the hands until perfectly dry; extra covering on the lower limbs, but little on the body.

VII.—Should be compelled to be out of doors for the greater part of daylight, from after breakfast until half an hour before sun-down, unless in damp, raw weather, when they should not be allowed to go outside the door.

VIII.—Never limit a healthy child as to sleeping or eating, except at supper; but compel regularity as to both; it is of great importance.

IX.—Never compel a child to sit still, nor interfere with its enjoyment, as long as it is not actually injurious to person or property, or against good morals.

X.—Never threaten a child; it is cruel, unjust, and dangerous. What you have to do, do it, and be done with it.

XI.—Never speak harshly or angrily, but mildly, kindly, and when really needed, firmly—no more.

XII.—By all means arrange it so that the last words between you and your children at bed-time, especially the younger ones, shall be words of unmixed lovingness and affection.

5. SUMMER SICKNESS OF CHILDREN.

BY THE REV. WM. CORNELL, M. D.

This is the season of the year when more children sicken and die than at any other. In some of our large cities, such as New York, Philadelphia and Boston, upon consulting the weekly Mortuary Report of deaths, we find that more than *one-half* are of children under five or six years of age. Now, from an experience of nearly twenty years' general practice, in one of these cities, the writer is prepared to say that this large proportion of children to the whole number of deaths ought not to be; and if they were properly cared for, it would not be. To preserve the health of children, at this critical season, the following items should be observed:

A child should not be weaned during the hot months, unless absolutely necessary for the health and life of the mother; nor should it be *nursed too often.* Once in four hours is as often as a child over four months old ought to be nursed; and then care should be taken that its stomach be not overloaded. Whatever tender parents and young mothers may think to the contrary, I know from long experience that this is often a serious injury to the health and life of children. Another very common cause of the sickness of children at this season is, the large amount of *crude and green fruit which they eat.* No child should be allowed, during the so called "sickly months" of summer, to eat any fruit except at its regular meals; and then under the special watch of its mother or nurse. Yet there is nothing more common than to see children eating all kinds of fruit, ripe and unripe, sound or decayed, from morning to night, together with cakes of various kinds, pastry, confectionary, &c., &c. When we consider how often this is done; and in what enormous quantities, we are surprised that so few, rather than so many of them are sick *and die!* In nearly all the cases in which the physician is called to children, especially in the warm, or what is demominated the "sickly season," he finds that eating some indigestible substance has caused the sickness.

Another reason why children are sick at this season is, they are allowed to lie on the ground, and sit on it, when it is wet or damp. There are always exhalations from the earth which are pernicious to health; children should be guarded against them.

Another cause of this summer-sickness is, going with the arms, neck and legs naked, in damp and wet weather. If it is very warm and dry it is safe for a child to go thus clothed, or *thus* without being clothed. But when a sudden change takes place in the atmosphere, and the perspiration becomes checked, the lungs and bowels soon suffer. Hence, so many lung-fevers, diarrhœas, and dysenteries among children at this season.

Another cause is often found, in allowing children to be exposed to the direct rays of the sun, with little or nothing upon their heads. I can call to mind many, during my professional life, who, I doubt not, have come to their death from this cause. Though upon the blessed light and heat of the sun we are dependent for life and health, and their countless blessings; yet through our own carelessness, this luminary of day and of vitality, is often the harbinger of death to children, and sometimes to men.

Another cause of sickness and death among children is found in allowing them to drink large quantities of cold or iced water, in very hot weather. Often is the physician called to see children suffering with convulsions, dysentery, and other bowel complaints, which have originated from this source. Every year hundreds of men die from the same cause. But though children often die from this cause, their deaths are not usually so sudden as those of men. Children are more frequently thrown thereby into some disease which proves fatal. They should never be allowed to drink water when they are very much heated, and never should they drink iced water in hot weather.

I say nothing about their *studying* in hot weather, because but very few do it. Summer, and especially the hottest part of it, has by general consent been devoted to vacations. This is a wise provision. But, if the children are to be taken to fashionable *Watering places*, and there crammed with all manner of tempting viands to which their young palates ought to be strangers, they had far better be kept at home, and at school during the hottest summer.

6. GIVE THE CHILDREN FRESH AIR.

A very great number of parents make the great mistake of keeping their children in doors during cold weather. Such a practice is pernicious in many respects. It enfeebles the bodies of children, and renders them peculiarly liable to be attacked by colds and coughs. A child should have its feet well shod with socks and boots, its body well wrapped in warm clothing, its head and ears securely protected from the cold, and then be let loose to play in the keen, bracing winter air. By this means its body will become robust, and its spirits be kept bright and cheerful; whereas, if a child be shut up in the house, it will become fretful and feverish, and perhaps wind up with a severe attack of illness.

VIII. Papers on Flowers, &c.

1. FLOWERS AND THEIR TEACHINGS.

All the prophets were devout students of God's works, and warm admirers of the beauties scattered through them: as a proof of which, they have hung unfading garlands, which they gathered in their lonely walks, in various parts of that Temple of truth, which they helped, as God's instruments, to rear and beautify. And He to whom they all bear witness, and point out as the "Plant of Renown," "the Righteous Branch," "the Rose of Sharon;" He who gave these flowers their lovely tints, and moulded their faultless forms; He talked to man of the flowers, teaching him to "consider the lilies," and to learn from them to trust that Providence which overlooks nothing, to which nothing is impossible, and which is pledged to fulfil all the purposes and promises of God's excellent loving-kindness. Flowers also are emblems of those graces of the Spirit which believers in Jesus derive from Him. The sunflower sets forth faith, and bids us to be ever looking unto Jesus. The violet is the well-known teacher of humility; it hides from view, yet sheds a sweet fragrance around. The snow-drop, battling with the wintry cold, is the symbol of hope. The honeysuckle, clinging to its strong prop, and filling the air with its odorous perfume, sets forth love; while the lily, in the softest tones, repeats the words of Him whom it represents, and says, "Trust implicity your Heavenly Father's care."—*Sketches and Lessons from Daily Life, by Felix Friendly.*

2. THE MARVELS OF A SEED.

Have you ever considered how wonderful a thing the seed of a plant is? It is the (mystery of mysteries). God said, let there be "plants yielding seed;" and it is further added, each one "after his kind."

The great naturalist, Cuvier, thought that the germs of all past, present and future generations of seeds were contained one within the other, as if packed in a succession of boxes. Other learned men have explained this mystery in a different way. But what signify all their explanations? Let them explain it as they will, the wonder remains the same, and we must still look upon the reproduction of the seed as a continual mystery.

Is there upon earth a machine, is there a palace, is there even a city, which contains so much that is wonderful as is enclosed in a single little seed—one grain of corn, one little brown apple seed, one small seed of a tree, picked up, perhaps, by a sparrow for her little ones, the smallest seed of a poppy or a blue-bell, or even one of the seeds that are so small that they float about in the air invisible to our eyes! Ah! there is a world of marvels and brilliant beauties hidden in each of the tiny seeds. Consider their immense number, the perfect separation of the different kinds, their power of life and resurrection, and their wonderful fruitfulness!

Consider first their number. About a hundred and fifty years ago, the celebrated Linnæus, who has been called "the father of botany," reckoned about 8,000 different kinds of plants; and he then thought that the whole number existing could not much exceed 10,000. But a hundred years after him, M. de Condolle, of Geneva, described 40,000 kinds of plants; and at a later period he counted 60,000, then 80,000, and he supposed it possible that the number might even amount to 100,000.

Well, let me ask you, have these 100,000 kinds of plants ever failed to bear the right seed? Have they ever deceived us? Has a seed of wheat ever yielded barley, or a seed of poppy grown up into a sunflower? Has a sycamore tree ever sprung from an acorn, or a beach tree from a chesnut? A little bird may carry away the small seed of a sycamore in its beak to feed its nestlings, and on the way may drop it on the ground. The tiny seed may spring up and grow where it fell, unnoticed, and sixty years after it may become a magnificent tree, under which the flocks of the valleys and their shepherds may rest in the shade.

Consider next the wonderful power of life and resurrection bestowed on the seeds of plants, so that they may be preserved from year to year, and even from century to century.

Let a child put a few seeds in a drawer and shut them up, and sixty years afterwards, when his hair is white and his step tottering, let him take one of these seeds and sow it on the ground, and soon after he will see it spring up into new life, and become a young, fresh, and beautiful plant.

Mr. Jouannet relates that in the year 1835, several old Celtic tombs were discovered near Bergorac. Under the head of each of the dead bodies there was found a small, square stone or brick, with a hole in it, containing a few seeds; which had been placed there beside the dead by the heathen friends who had buried them, perhaps, 1,500 or 1,700 years before. These seeds were carefully sown by those who found them, and what do you think was seen to spring up from this dust of the dead!—beautiful sun flowers, blue corn flowers, and clover, bearing blossoms as bright and sweet as those which are woven into wreaths by the merry children now playing in our fields.

Some years ago a vase, hermetically sealed, was found in a mummy pit in Egypt, by the English traveller, Wilkinson, who sent it to the British Museum. The librarian there having unfortunately broken it, discovered in it a few grains of wheat and one or two peas, old, wrinkled, and as hard as stone. The peas were planted carefully under grass on the 4th of June, 1844, and at the end of thirty days these old seeds were seen to spring up into new life. They had been buried probably about 3,000 years ago, perhaps in the time of Moses, and had slept all that long time, apparently dead, yet still living in the dust of the tomb.

3. HOW THE JAPANESE RESTORE FADED FLOWERS.

After a bouquet is drooping beyond all remedies of fresh water, the Japanese can bring it back to all its first glory by a simple and seemingly most destructive operation. A writer at Nagassaki says: I had received some days ago a delightful bunch of flowers from a Japanese acquaintance. They continued to live in their beauty for nearly two weeks, when at last they faded. Just as I was about to have them thrown away, the same gentleman (Japanese gentleman) came to see me. I showed him the faded flowers, and told him that, though lasting a long time, they had become useless. "Oh, no," said he, "only put the ends of the stems into the fire, and they will be as good as before." I was incredulous; so he took them himself, and held the stems' ends in the fire until they were completely charred. This was in the morning. At evening they were again looking fresh and vigorous, and have continued so for another week. What may be the true agent in this reviving process, I am unable to determine fully; whether it be heat driving once more the last juices into the very leaflet and veins, or whether it be the bountiful supply of carbon furnished by the charring. I am inclined, however, to the latter cause, as the full effect was not produced till some eight hours afterward, and as it seems that, if the heat was the principal agent, it must have been sooner followed by visible changes.

4. LICHENS.

As the earth's first mercy, so they are its last gift to it. When all other service is vain, from plant and tree, the soft mosses and grey lichen take up their watch by the headstone. The woods, the the blossoms, the gift-bearing grasses, have done their parts for a time, but these do service forever. Trees for the builders' yard, flowers for the bride's chamber, corn for the granary, moss for the grave. Yet, as in one sense the humblest, in another they are the most honored of the earth-children. Unfading, as motionless, the worm frets them not, and the autumn wastes not. Strong in lowliness, they neither blanch in heat nor pine in frost. To them, slow-fingered, constant-hearted, is entrusted the weaving of the dark eternal tapestries of the hills; to them, slow pencilled, iris-dyed, the tender framing of their endless imagery. Sharing the stillness of the unimpassioned rock, they share also its endurance; and while the winds of departing spring scatter the white hawthorn blossom like drifted snow, and summer dims on the parched meadow the drooping of its cowslip gold—far above, among the mountains, the silver lichen-spots rest, starlike on the stone; and the gathering orange stain upon the edge of yonder western peak reflects the sunsets of a thousand years.—*Ruskin's "Modern Painters."*

5. THE TOMATO AS FOOD.

Dr. Bennett, a professor of some celebrity, considers the tomato an invaluable article of diet, and ascribes to it important medical properties:—1st. That the tomato is one of the most powerful aperients of the liver and other organs; where calomel is indicated, it is probably one of the most effective and the least harmful remedial agents known to the profession. 2d. That a chemical extract will be obtained from it that will supersede the use of calomel in the cure of disease. 3d. That he has successfully treated diarrhœa with this article alone. 4th. That when used as an article of diet it is almost sovereign for dyspepsia and indigestion. 5th. That it should be constantly used for daily food; either cooked, raw, or in the form of catsup, it is the most healthy article now in use.

IGNORANCE.

It is impossible to make people understand their ignorance; for it requires knowledge to perceive it, and therefore he that can perceive it hath it not.—*Bishop Taylor.*

IX. Papers on Natural History.

1. CHINESE ANIMALS.

Chinese horses are not very numerous, and are of poor and stunted breed, being very ill fed and kept. The Chinese are indebted to the Tartars for their supply of these horses when wanted for warlike purposes.

Asses and mules are common. The latter are generally of a good size, and said to bear a higher price than horses, as capable of more labor with less food.

Of pachydermatous animals, the domestic pig of China is well known in England, and has been freely introduced into our farm yards.

The larger and more ferocious of carnivorous quadrupeds are not common in a country so well peopled and cultivated.

Bears are said to be found in the wooded parts west of Peking.

There is a fierce description of wild cat, which is caught and fattened in cages, for the table.

The sheep are the large-tailed kind; and, as the people never use milk, cows are rare and of a peculiar small kind.

Goats are everywhere.

The buffalo used in ploughing is also very small, with a skin of slate colour, and very thinly covered with hair.

Dromedaries are used as beasts of burden.

Of rodent animals the common rat attains to an unusual size, and is eaten by the lowest order of the natives.

Hares and rabbits are scarce.

The ornithology of China is distinguished by some splendid varieties of gallinaceous birds, as the gold and silver pheasants. Partridges do not appear to be plentiful.

Domestic fowls abound; the sparrow, thrushes, larks, tits, finches, swallows, &c., are common. It is well stocked with wild fowl of all kinds. From the nature of this part of the country there are immense flocks of wild geese, ducks, &c., constantly on the wing. Quails are numerous, and are trained to fight. Ring-doves are common; and there is a peculiar crow of the country, marked with white about the neck. Both large and small birds of prey are to be seen everywhere.

In consequence of the large population and traffic, venomous serpents, I believe are scarcely met with. The lizard tribes abound, also scorpions, centipedes, and monstrous spiders, which are said to kill small birds. The common fly is an awful pest. They beggar description; they darken a room or tent, and when you are eating they dispute every morsel with you, and fly into your mouth, getting down your throat if they can. The eyes, ears, and nose are continually attacked by them.

As to mosquitoes. I had enough of these gentry at Hong Kong; if they dwelt here a long while the country would be absolutely unbearable. Butterflies are of a gigantic size and very brilliant colours. Almost every fish common to England is to be found here. But the golden carp and sturgeon are of the most distinguished kinds. The best edible sea fish is rock cod. Soles are very fine and plentiful. At the head of the Chinese botany may be placed the teaplant. It is entensively cultivated a few miles to the west of Peking, but the great tea districts lie further south.—*Letter from a Medical Officer.*

JOURNAL OF EDUCATION, Upper Canada.

TORONTO: JULY, 1861.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the masters of the Normal School, and under the authority of the following section of the Upper Canada Consolidated Common School Act, 22 Victoria, chap. 64, has granted to the under mentioned Students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of Upper Canada:

"107. The Chief Superintendent of Education, on the recommendation of the teachers in the Normal School, may give to any Teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of Upper Canada until revoked; but no such certificate shall be given to any person who has not been a student in the Normal School."

The certificates are divided into classes, in harmony with the general programme, according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the certificate.

Each certificate is numbered and recorded in the Register of the Department, in the following order:

Twenty-fifth Session.—Dated 15th June, 1861.

MALES.

First Class.—Grade A.

None.

First Class.—Grade B.

1245 Kidd, William (910, 1168.)*
1246 Mutton, Ebenezer (1076).

First Class.—Grade C.

1247 Barefoot, Isaac (1081.)
1248 Ede, Joseph (120.)
1249 Groat, Stillman Preston.
1250 McDiarmid, Donald (899.)
1251 McShea, Royal.
1252 Rowland, Fleming.
1253 Young, Egerton Ryerson(1180.)

Second Class.—Grade A.

1254 Atkinson, Edward Lewis (920, 1154.)
1255 Brown, Alick Howard.
1256 Dunseith, David.
1257 Foster Ralph (1186.)
1258 Henderson, Gregg (709.)
1259 McCally, Robert.
1260 McMillen, Malcolm Cameron (1095.)
1261 Meredith, William (1004.)
1262 Smith, Joseph Henry.
1263 Woodward, George Washington.

Second Class.—Grade B.

1264 Chisholm, James.
1265 Easton, Robert.
1266 Elliott, John Charles.
1267 Gott, Benjamin.
1268 Hammond, Joseph.
1269 Harper, William.
1270 Henderson, David.
1271 Hyde, Levi Thaddeus.
1272 Johnson, Arthur.
1273 Lloyd, David.
1274 McDonald, Robert.
1275 McLennan, Andrew.
1276 Murdoch, Andrew.
1277 Neilson, William.
1278 Owen, John.
1279 Owen, William Jerrold.
1280 Perry, Robert Selby.
1281 Raney, William.
1282 Suddaby, Jeremiah.
1283 Vardon, Anthony Dimoc.
1284 Winans, William Henry Carson.

Second Class.—Grade C.

(Expire one year from date.)

1285 Devlin, John.
1286 Howland, Francis Lamb.
1287 Jackson, Henry Harry.
1288 Murray, David Lovell.
1289 Reid, George.
1290 Rundle, Richard Folly.
1291 Taylor, Henry Goodwin.
1292 Windsor, Francis (726.)

FEMALES.

First Class.—Grade A.

1293 Kerr, Marion (1214.)
1294 St. Remy, Harriett Anne Angelique Le Lievre de (1207.)

First Class.—Grade B.

1295 Smith, Rachel Ann (943.)

First Class.—Grade C.

1296 Bishop, Maria Agnes (1223.)
1297 Ford, Julia Cadman (1145.)
1298 Turnbull, Jessie.

Second Class.—Grade A.

1299 Beckett, Emma (1232.)
1300 Beattie, Grace Shepherd(1231.)
1301 Bethell, Dorinda (1141, 1219.)
1302 Hanlon, Ellen Victoria (1225)
1303 Laird, Jane.
1304 Turner, Elizabeth Ann (1229.)
1305 Wickson, Emma (1244.)

Second Class.—Grade B.

1306 Christie, Augusta.
1307 Christoe, Caroline.
1308 Cumming, Margaret.
1309 Duck, Mary Jane
1310 Graham, Adelaide.
1311 Grainger, Mary Jane (1052.)
1312 Guthrie, Grace.
1313 Hills, Isabel (1237.)
1314 McDougall, Catherine.
1315 McKellar, Catherine.
1316 Marshall, Agnes.
1317 Muir, Agnes Eliza.
1318 Muir, Orpha.
1319 Moffatt, Susan Wait (1239.)
1320 O'Flaherty, Anna Maria.
1321 Starratt, Hannah.
1322 Vining, Eusebia Bodwell.

* The figures in brackets indicate the number of a previous certificate obtained by the student named.

Second Class.—Grade C.
(Expire one year from date.)

1823 Armitage, Margaret.
1828 Laidlaw, Janet.
1829 Lanton, Kate Simpson.
1830 Love, Mary Anne.
1831 McDougall, Elizabeth.
1832 Parrott, Amanda.
1833 Unsworth, Hannah Haselden.
1824 Beam, Rebekah Ann (952.)
1825 Burk, Ada.
1826 Crawford, Agnes.
1827 Cruickshank, Margaret Fawns.

EXPIRED CERTIFICATES.

The certificates of the *Second Class, Grade C,* granted subsequently to the Nineteenth Session, have been limited to one year from their respective dates. In the *Journal of Education* for July, 1860, and for February, 1861, lists of the certificates which had expired up to those dates were published, and the following list shows those which expired on 15th June, 1861:

MALES.

1103 *Obtained 2nd Class* B. 1185.
1104 *Obtained 2nd Class* B. 1190.
1105 McRae, Alexander.
1106 *Obtained 2nd Class* B. 1195.
1107 *Obtained 2nd Class* B. 1196.
1108 Treadgold, George.
1109 Walker, Thaddeus.
1110 Whiteside, Jacob Lemon.
1154 *Obtained 2nd Class* A. 1254.

FEMALES.

1141 *Obtained 2nd Class* A. 1219 *and* 1301.
1142 Corrigan, Augusta.
1143 Craigmile, Elizabeth Wilson.
1144 *Obtained 2nd Class* A. 1220.
1145 *Obtained 1st Class* C. 1297.
1146 Foster, Mary Louisa.
1147 *Obtained 2nd Class* A. 1221.
1148 Hill, Charlotte Mary.
1149 Lloyd, Eliza Jane.
1150 McLennan, Margaret.
1151 *Obtained 2nd Class* A. 1222.
1152 *Obtained 2nd Class* C. 1241.
1153 Stewart, Annie.

Certified,

ALEXANDER MARLING,
Registrar.

EDUCATION OFFICE, July, 1861.

NORMAL SCHOOL.

The next Session of the Normal School will commence on Thursday, the 8th of August.

OUR COMMON SCHOOLS.

To the Editor of the Cobourg Star.

SIR,—As the public mind has of late been aroused to the interest of education, by the great discussion of the merits and demerits of colleges and universities, it may not be out of place to throw out a hint respecting our more humble institutions of learning—that of the common schools—institutions that are great because of their commonness; and while we acknowledge the great benefit conferred on the country by those higher institutions of learning, we should not lose sight of the fact, that the masses of the people, constituting the bone and sinew of our country, are educated in our common schools. Edward Everett, in speaking of these institutions, says, "They are the corner-stone of that municipal organization which is the characteristic feature of our social system; they are the fountain of that wide spread intelligence which, like a moral life, pervades the country." If it be true, then, that our common schools are so important to the welfare of society, if so large a portion of the community depend upon them for their education, we should see that they are of such a nature as would not prevent those attending from being well educated; and this implies not merely the cramming of the intellect with so many pages of book knowledge, but the educating of them intellectually, morally, and physically. The intellectual and moral training will, in a great measure, depend on the character of the teacher. His word is considered law, and his actions protection, by his scholars. He stands as a model for them to follow, and the impressions daily made on the minds of our youth, while at school, should arouse the teacher to a deep sense of his duty and position. But with regard to the physical culture, there may be causes retarding its progress over which the teacher has no control; he is engaged by the community, and placed in such a school-room as the Trustees see fit. It may be so situated as not to admit one particle of fresh air, which is the essential element for health; and the grounds connected with it intended for play-grounds may be so scanty as will not allow the children room even to turn around in.

It is to this point, and particularly to the schools of our town, that I would wish to direct the public attention; for with all our boasted greatness, we are at least a quarter of a century behind the times in not having good school-houses. I imagine a teacher training his scholars to admire the beautiful in a room repulsive to human nature, whose walls, instead of being decorated with that which would please the eye and make teacher and scholar cheerful and happy, are so dilapidated as to exhibit nothing but rotten laths and falling plastering; every window of which gives a hearty response to every step on the floor, and the door refuses to be shut because of the incapacity of the frames to hold a latch. If we take in connection with the above the same teacher laying down certain laws for the promotion of health, in a location where the atmosphere is so contaminated as to render disease liable to enter at any time, where on the one side he is regaled with the pleasant odors that a slaughter-house is capable giving, and on the other his olfactory nerves are exercised with the insufferable perfumery arising from the common sink of the neighbourhood, and you have as melancholy a picture as need be given, and one none the less melancholy because of its being real.

We have school-houses in this town where from fifty to sixty children are daily sent to be educated, of which the above is only a true picture. Surely it is time to make a reform, by having better school-houses in more healthy locations than we have at present. As to the kind which is most suitable, the writer has his own views, which will be made known in some future article, if not treated upon by some one more capable of doing it justice than he is. His object at present is to create an interest in our common-schools, and to call forth a few remarks from parties interested in them.

Yours truly,
ANTI-OLD SCHOOL HOUSES.

XI. Miscellaneous.

1. TRUE FREEDOM—HOW TO GAIN IT.

BY CHARLES MACKAY.

We want no flag, no flaunting flag,
For Liberty to fight;
We want no blaze or murderous guns,
To struggle for the fight.
Our spears and swords are printed words;
The mind our battle plain;
We've won such victories before,
And so we shall again.

We love no triumphs sprung of force—
They stain her brightest cause;
'Tis not in blood that Liberty
Inscribes her civil laws.
She writes them on the people's hearts,
In language clear and plain;
True thoughts have moved the world before,
And so they shall again.

We yield to none in earnest love
Of Freedom's cause sublime;
We join the cry, "Fraternity!"
We keep the march of Time.
And yet we grasp no pike or spear,
Our victories to obtain,
We've won without their aid before,
And so we shall again.

We want no aid of barricade
To show a front of wrong;
We have a citadel of truth,
More durable and strong.
Calm words, great thoughts, unflinching faith,
Have never striven in vain;
They've won our battle many a time,
And so they shall again.

Peace, progress, knowledge, brotherhood—
The ignorant may sneer,
The bad deny; but we rely
To see their triumph near.
No widow's groan shall load our cause,
No blood of brethren slain;
We've won without such aid before,
And so we shall again.

2. "I THOUGHT IT WAS MY MOTHER'S VOICE."

A friend told me not long ago a beautiful story about kind words. A good lady, living in one of our large cities, was passing a drinking saloon just as the brutal keeper was thrusting a young man out into the street. He was very young and very pale, but his haggard face

and wild eyes told that he was very far gone in the road to ruin, as with horrid oaths he brandished his clenched fists, swearing that he would be revenged upon the man who had so ill-used him. This poor young man was so excited and blinded with passion, that he did not see the lady, who stood very near to him, until she laid her hand upon his arm, and spoke in her gentle, loving voice, asking him what was the matter.

At the first kind word the young man started as though a heavy blow had struck him, and turned quickly round, paler than before, and trembling from head to foot. He surveyed the lady for a moment, and then, with a sigh of relief, he said—

"I thought it was my mother's voice, it sounded so strangely like it! But her voice has been hushed in death for many years."

"You had a mother, then," said the lady, "and she loved you?"

With that sudden revulsion of feeling which often comes to people of fine nervous temperaments, the young man burst into tears, sobbing out, "Oh yes, I had an angel mother, and she loved her boy! But since she died all the world has been against me, and I am lost! lost to good society, lost to honour, lost to decency, and lost for ever!"

"No, not lost for ever; for God is merciful, and his pitying love can reach the chief of sinners," said the lady, in her low, sweet voice; and the timely words swept the hidden chords of feeling which had been untouched in the young man's heart so long, thrilling it with magic power, and wakening a host of tender emotions, which had been buried very deep beneath the rubbish of sin and crime.

More gentle words the lady spoke, and when she passed on her way the young man followed her. He marked the house where she entered, and wrote the name which was on the silver door-plate in his little memorandum-book. Then he walked slowly away, with a deep, earnest look on his white face, and deeper, more earnest feelings in his aching heart.

Years glided by, and the gentle lady had quite forgotten the incident we have related, when one day a stranger sent up his card, and desired to speak with her.

Wondering much who it could be, she went down to the parlour, where she found a noble-looking, well-dressed man, who rose deferentially to meet her. Holding out his hand, he said—

"Pardon me, madam, for this intrusion; but I have come many miles to thank you for the great service you rendered me a few years ago," said he, in a trembling voice.

The lady was puzzled, and asked for an explanation, as she did not remember ever having seen the gentleman before.

"I have changed so much," said the man, "that you have quite forgotten me; but though I only saw your face once, I am sure I should have recognized it anywhere. And your voice too, it is so like my mother's!"

Those last words made the lady remember the poor young man she had kindly spoken to in front of the drinking-saloon so long before, and she mingled her tears with those which were falling slowly over the man's cheeks.

After the first gush of emotion had subsided, the gentleman sat down and told the lady how those few gentle words had saved him, and been instrumental in making him what he then was.

"The earnest expression of 'No, not lost for ever,' followed me wherever I went," said he, "and it always seemed that it was the voice of my mother speaking to me from the tomb. I repented of my many transgressions, and resolved to live as Jesus and my mother would be pleased to have me; and by the mercy and grace of God I have been enabled to resist temptation and keep my good resolutions."

"Thank God!" exclaimed the lady; "I never dreamed there was such power in a few kind words before, and surely ever after this I shall take more pains to speak them to all the sad and suffering ones I meet in the walks of life."—*From "Sunny Faces."*

3. RESULT OF A KIND ACTION.

In September, 1805, a poor young mechanic, just arrived from England, was wandering about New York in deep dejection; he was without money, without friends, and without work; and far from his native home, he knew not which way to turn, but passing along Nassau Street, an open door encouraged him to enter. The proprietor was a little man indeed, perhaps five feet high, but he had a pleasant countenance and a large heart; for upon being asked by the homeless and pitiless stranger if he could direct him to some respectable person who could board him until he could find employment, and thus obtain means of payment, the storekeeper, pleased with the expression and demeanor of the eighteen year old boy, had it in his heart to offer the desired favor himself, but he had a wife whom he knew to be a woman of rare worth, for she was prudent, self-denying, and humane. He might have known what would be her answer, for he had only to make the proposition in a way to indicate his own views, and it would have met with an instantaneous and cheerful acquiescence, unless from some almost insuperable reason. The young stranger was admitted into the family. But the yellow fever was raging in the city. In less than a week the poor lad was stricken with it, and recovered, although he was at the point of death for several days. During his illness he was cared for by his kind host and hostess, with an assiduity and watchfulness which only they know who act from sterling principle and high humanity. Just a quarter of a century later, this same man was applied to by Major Noah of pleasant memories, who was then surveyor of the port of New York, to put together a machine in the custom house and take models of its various parts. This was done and the machine conveyed the idea of a similar article, which should excel anything of the kind for efficiency in the Old World or the New, and he succeeded. He died in 1833. His son succeeded him in business, and inheriting the inventive genius of his father, combined with rare business tact, and indomitable energy, he made the whole world his debtor. There is not one of all its millions of families which does not every day derive great benefit therefrom. It carries light to every household; hour by hour is lifting the degraded and fallen, and is aiding wrong doing and injustice. But that machine, what is it? Fifty years ago, one might have been purchased entire for a hundred or two dollars; a common dry good box might have easily contained all its parts; but now in its perfected state, it occupies a space fifteen feet high, and forty feet long; it is made of fourteen thousand seven hundred and thirty parts, weighs fifty thousand pounds and costs thirty thousand dollars. One of its belongings not named above is thirty thousand and sixty yards of tape. The penniless English lad was Robert Hoe. The good Samaritans of Nassau Street were Grant Thorburn and his wife, the latter an angel now; the former "still living" in an honored old age, by seven years over four-score. The machine is Hoe's ten-cylinder printing-press, as now in operation in the office of the New York *World*, and is the largest ever made.—*Hall's Journal.*

4. THE USEFUL AND THE BEAUTIFUL.

We have ofttimes met with a good thing in the *Edinburgh Review*; and among many of its high literary articles are to be found valuable suggestions to the mind of the contemplative Christian. The following remarks are valuable, not only on account of their literary and historical excellence, but on account of the grave moral they convey. The writer in the *Review* says:—"The tomb of Moses is unknown, but the traveller slakes his thirst at the well of Jacob. The gorgeous palace of the wisest and wealthiest of monarchs, with the cedar, and gold, and ivory; and even the great temple of Jerusalem, hallowed by the visible glory of the Deity himself, are gone; but Solomon's reservoirs are as perfect as ever. Of the ancient architecture of the Holy City not one stone is left upon another; but the pool of Bethseda commands the prilgrim's reverence at the present day. The columns of Persepolis are mouldering into dust; but its cisterns and aqueducts remain to challenge our admiration. The golden house of Nero is a mass of ruins; but the Aqua Claudia still pours into Rome its limpid stream. The temple of the Sun at Tadmor in the wilderness, has fallen; but its fountain sparkles as freshly in his rays, as when thousands of worshippers thronged its lofty colonnades. It may be that London will share the fate of Babylon, and nothing be left to mark its site save mounds of crumbling brickwork. The Thames will continue to flow as it does now. And if any work of art should still rise over the deep ocean of time we may well believe it will be neither a palace nor a temple, but some vast aqueduct or reservoir; and if any name should still flash through the mist of antiquity, it will probably be that of the man who in his day sought the happiness of his fellowmen rather than their glory, and linked his memory to some great work of national utility and benevolence. This is the true glory which outlives all others, and shines with undying lustre from generation to generation—imparting to works something of its own immortality, and in some degree rescuing them from the ruin which overtakes the ordinary monuments of historical tradition, or mere magnificence."

5. THE LAST WILL AND TESTAMENT OF OUR BEST FRIEND.

A pious old man was one day walking to the sanctuary with a New Testament in his hand, when a friend who met him said:

"Good morning, Mr. Rice."

"Ah, good morning," replied he; "I am reading my Father's will as I walk along."

"Well, what has he left you?" said his friend.

"Why, he has bequeathed me a hundred fold more in this life, and in the world to come life everlasting."

This beautiful reply was the means of comforting his Christian friend, who was at the time in sorrowful circumstances.—*Record.*

6. I DON'T SEE WHY.

A STORY FOR YOUTH.

I know a little girl who has a very pleasant home, and the very kindest of parents, and who is yet often discontented and unhappy. She pouts her lips, and throws her arms about, and sulks, and stamps with her feet, and makes a strange noise in her throat, between a growl and a cry. It is not because she has not enough to eat of good, wholesome food; nor because she has not time to play, and playthings in abundance, and brothers to play with her. She is not blind, nor lame, nor deformed in any way, but has health and strength, and every thing which any little girl could wish to make her happy in this world, except a good heart.

What is it that made her fretful? Why, she had a kind mother, who told her what she must do, and what she must not. I will tell you what I heard:

"Caroline, you must not take my scissors, my dear."

"Why, mother, I have no scissors to cut off my thread," said Caroline, pettishly.

"Well, my dear, I will give you a pair; but you must not take mine."

"*I am sure I don't see why.* It's only just to cut off my thread."

The scissors were of the finest kind, and highly polished, and Caroline's mother knew that it would soil them if she should handle them with her moist hands; and that, if she had them once, she would want them again. Caroline's business was to obey cheerfully, whether she saw the reason why or not.

"Caroline, my dear, you must not climb up on that chair to reach your work. You must ask some one to get it for you."

"*I am sure I don't see why.* It is less trouble to get it myself than to ask somebody for it."

"Very well, my child; you shall do it in your own way, and see."

That very afternoon, Caroline mounted a chair to get her work. She reached too far and over went the chair, and Caroline with it. Her work was scattered over the floor—the needle book in one direction, and the thimble in another, and the spools in another; and, what worse than all, her head struck the edge of the door, and a gash was cut in her forehead. She cried sadly, and did not get over her hurt for weeks. Was it less trouble to get it herself?

If she had trusted her mother, she would have saved herself all this pain; but for the sake of knowing *the reason why* she should not get up on the chair, she cost herself a severe wound, and a great deal of shame and sorrow.

It is a good rule, through life, to do what God requires us to do, whether we see why or not. One of the things he requires you to do is, to *obey your parents.*—*Southern Teacher.*

7. THE HONOR DUE TO INDUSTRY.

Every young man should remember that the world always has and always will honor industry. The vulgar and useless idler whose energies of mind and body are rusting for the want of exercise, the mistaken being who pursues amusement as relief to his enervated muscles, or engages in exercises that produce no useful end, may look with scorn on the labourer engaged in his toil; but his scorn is praise; his contempt is honor. Honest industry will secure the respect of the wise and the good among men, and yield the rich fruit of an easy conscience, and give that hearty self-respect which is above all price. Toil on, then, young men and young women. Be diligent in business. Improve the heart and mind, and you will find "the well spring of enjoyment in your own souls," and secure the confidence and respect of all those whose respect is worth an effort to obtain.

8. OF AMERICAN MODERN REFINEMENT.

People don't laugh now-a-days—they indulge in merriment. They don't walk—they promenade. They never eat any food—they masticate it. Nobody has a tooth pulled out—it is extracted.—No one has his feelings hurt—they are lacerated. It is vulgar to visit any one—you must only make a call. Of course you would not think of going to bed—you would retire to rest. Nor would you build a house—you would erect it. One buys drugs at a "medical hall," wines of a "company," and shoes at a "mart." Blacking is dispensed at an "institution," and meat from a "purveyor." One would imagine that the word "shop" had not only become contemptible, but had been discovered not to belong to the English language. Now-a-days, all the shops are "warehouses" or "bazaars," and you will hardly find a person having the hardihood to call himself a shopkeeper. "Workpeople" are "employees," "tea-meetings" are "soirees," and "singers" are "artistes." All kinds of women are "ladies," and boarding school girls and little misses are "young ladies." Girls, women, and wives are only found in Europe, and especially in England, the British Isle.

9. LORD ELGIN ON THE CHINESE.

Besides the Premier of England, the Chancellor of the Exchequer, and several other Cabinet Ministers, there was present among the artists at the last annual banquet of the Royal Academy, the diplomatic and military chiefs of the Pekin expedition—Lord Elgin and General Sir Hope Grant. The talk, of course, was about art, and Lord Elgin took advantage of the opportunity to show that he was not open to a charge of mere Vandalism in ordering the destruction of the Emperor's Summer Palace. He regretted the necessity, but believed that if the atrocious crime which he was avenging had passed unpunished, it would have placed in jeopardy the life of every European in China, and entailed, at least, another year's war.

Gen. Grant added that himself and the whole army entirely concurred in this "necessary act of retribution." Lord Elgin made some remarks on the peculiar idiosyncrasies of the Chinese, which will bear repetition here:

"The distinguishing characteristic of the Chinese mind is this—that in all points of the circle described by man's intelligence it seems occasionally to have caught glimpses of a heaven far beyond the range of its ordinary ken and vision. It caught a glimpse of the path which leads to military supremacy when it invented gunpowder, some centuries before the discovery was made by any other nation. It caught a glimpse of the path which leads to maritime supremacy when it made, at a period equally remote, the discovery of the mariner's compass. It caught a glimpse of the path which leads to literary supremacy when in the 10th century it invented the printing press; and it has caught from time to time glimpses of the beautiful in color and design. But in the hands of the Chinese themselves the invention of gunpowder has exploded in crackers and harmless fireworks. The mariner's compass has produced nothing better than a coasting junk. The art of printing has stagnated in stereotyped editions of Confucius; and the most cynical representations of the grotesque have been the principal products of Chinese conceptions of the sublime and beautiful. Nevertheless, I am disposed to believe that under this mass of abortions and rubbish there lie hidden some sparks of a diviner fire, which the genius of my countrymen may gather and nurse into a flame."

XII. Educational Intelligence.

CANADA.

—— Model Grammar School Examination.—The recitations and other proceedings connected with the third annual examination of this school took place in the Theatre of the Educational Department, on the 25th inst. The Rev. Dr. Ryerson, Chief Superintendent of Education for Upper Canada, presided. Among those on the dais were the Lord Bishop of Toronto, the Hon. the Chief Justice of Upper Canada, Chief Justice Draper, the President of University College, &c. The proceedings commenced by singing the beautiful school song (from music composed by Mr. Sefton, the music master,) "Hurrah! hurrah! for Canada," after which the usual recitations and musical exercises took place. The boys acquitted themselves remarkably well in the various parts assigned to them, and were frequently and warmly applauded by the audience.

Mr. Cooksurn, Rector of the Model Grammar School, before the distribution of the prizes was proceeded with, said it gave him very great pleasure, at the close of this their third session, to see present so many of the parents and guardians of the boys, and so many other friends interested in the cause of higher education. Last July, a twelvemonth ago, he had it in his power to state that the success which had attended the Model Grammar School had been indeed very marked, and that owing to the hearty co-operation he had ever met with from the gentlemen with whom he had the honour to be associated in the work of instruction, and from the deep interest manifested in the work of the school by the various members of the Council of Public Instruction, and more especially by the Chief Superintendent of Education, to whom he then paid the fullest acknowledgments—as he desired to do on this occasion—that owing to these causes the school had met with a success which far exceeded their most sanguine expectations. This July it afforded him no ordinary pleasure to state that owing to the same continued hearty cöoperation and the same sympathy on the part of the members of the Council of Public Instruction, the success of the Model Grammar School had been if possible greater than before, that their numbers had exceeded their limits; and that for some time past they had been obliged to close their doors against further admissions. It

gave him also no ordinary pleasure to state that the credit of the Model Grammar School had been nobly sustained by its ex-pupils, inasmuch as the dux of last year, the son of the esteemed head Master of the Normal School, had entered the University of Toronto, after passing he believed the best matriculation examination, and took on entering a classical scholar ship, and at the end of his first year he proved the efficiency of the instruction communicated to him here, by carrying of a double first-class scholarship, for both classics and mathematics. (Applause.) There were two of the pupils of this school at the University, and they succeeded in carrying off three of the five scholarships open to their competition. He alluded to these facts, not in any boastful spirit, but simply to illustrate the efficiency of the system of mental culture which had been pursued in this institution. And here he might mention one leading principle always adhered to in the conducting of this school, and that was to secure as early as possible, immediately on the entry of a pupil, the hearty co-operation of parents or guardians. Without that co-operation what he could have achieved would have been comparatively little, and he availed himself of this opportunity, in his own name, and on behalf of his colleagues, to thank the parents and guardians now present for the willing co-operation they had seldom, if ever failed to lend to them in conducting the ordinary work of the school. With reference to the conduct and progress of the boys this year, he was happy to say that there had been exhibited a noble, manly spirit of eager, but honourable emulation, which was exceedingly gratifying, not only to himself, but to every one connected with the institution. Mr. Cockburn went on to give some counsels to the boys—to those who had striven to obtain honourable distinction and succeeded in obtaining it—to those who had not striven and had not succeeded—and lastly, to those who had not striven as they might have done—and expressed the hope that these counsels would have all the more weight with them, from the circumstance that his connection with them as master was about to cease. They had been associated together for upwards of three years, and reviewing those three years he could scarcely hope to spend a happier period. Every year had added to the strength of the bonds which had united them. There had never been such a thing as physical punishment within the walls of the Model Grammar School, but every thing had been done, he believed with the most beneficial effect, to encourge a kindly feeling between master and pupil. He had ever thought that the best way to train boys, was to appeal to those principles which would be their best guides in the active duties of life, and that the resort to corporal punishment, instead of fitting, would rather tend to unfit them for those duties. He felt that by the daily inculcation of forethought and self-constraint, habits the cultivation of which would raise up for the country its noblest and best citizens, the seed was sown for a rich harvest, and that by carrying with them through life the lessons taught them by the system of training here pursued, the boys he saw around him would act in such a way as to be a honour to their parents, to the institution in which they were reared, and to all connected with them. (Applause.)

Mr. COCKBURN then distributed the prizes to the successful competitors in the first class.

Chief Justice Draper distributed the prizes in the second class, and having done so, briefly addressed the the successful competitors. He said they ought to look upon their present successes as only steps to a higher end, and that they should endeavour to make their education the means of their becoming good subjects to their Sovereign, faithful servants to their country, and devoted to their God.

Dr. MCCAUL having distributed the prizes in the third class, said he had been an exceedingly gratified spectator of the proceedings of this day. He had been much pleased with those recitations in different languages, which had been given in a manner very creditable to the pupils, and to the pupils under whose instruction they were prepared. He had also heard with no small pleasure the remarks of the Rector, with reference to the boys who had been sent forth to the University. From his own knowledge of the examination of those pupils sent up to the University, he was able to say that the proficiency they manifested showed accurate, sound, and careful training; and the best wish he could express with reference to this establishment was, that it might continue as it had commenced, and might hold on its career of honour and of usefulness.

Bishop Strachan distributed the prizes in the fourth class. He said that after the remarks already made, he would not attempt to detain the audience with any observations of his own. He would only say that the progress made by this institution had surpassed his expectations, and he hoped it would succeed, year by year, with the same success which had attended it hitherto. In that case it would be a great blessing to the Province.

Chief Justice Robinson distributed the prizes in the fifth, or highest class. Having done so, he said that he thought Upper Canada had good reason to be proud of her Grammar Schools generally, for which this institution was designed to be the model. The Municipalities being responsible for sustaining them, and receiving the aid of the Government in doing so, there was every necessary guarantee for their being efficient. The learned Chief Justice proceeded to make some further remarks, impressing upon the boys the importance of making a right use of the valuable educational advantages they enjoyed.

The prizes for gymnastics were distributed by Captain Goodwin, the instructor in that department.

The present Rector being about to terminate his connection with the Model Grammar School, in consequence of his apointment to the Principalship of Upper Canada College, the boys embraced the opportunity of showing their love and respect for their esteemed instructor, by presenting him with a very handsome and costly silver tea-urn and salver, accompanied by a complimentary address. The tea-urn and salver were from the establishment of Messrs. Joseph Robinson & Co., of this city, and were beautifully executed in the highest style of workmanship. The address was read by Master Thomas White, and the testimonial was presented by Master Oliver Howland.

Mr. Cockburn briefly expressed the deep feeling of gratification it gave him to be made the recipient of so handsome a testimonial of the affection entertained for him by his late pupils.

Dr. Ryerson then briefly addressed the audience. He said he participated in the feelings of satisfaction which had been expressed at the successful conclusion of another session of the Model Grammar School. As far as concerned the action of the government, he had nothing more to ask of them in respect of this important institution, or of any of those other special establishments which were essential to the completion of a system of public instruction. Neither had he any favours to ask of them for himself any more than for these particular institutions. They had all the support necessary to carry them on efficiently, and however soon he might be removed from the management of them—perhaps for all he knew to the satisfaction of some—he was happy to know that they were now placed on a foundation on which he trusted they would stand, independently of any personal exertions on his part. Dr. Ryerson then alluded to the high place taken in the University, by last year's dux of the Model Grammar School, the son of Mr. Robertson, head master of the Normal School, and attributed to that gentleman a portion of the credit for his son's success, inasmuch as he laid the foundation of a good English education, before the higher branches of classics and mathematics were entered upon. He then referred to the success which had in every respect characterized the Model Grammar School, since its commencement, and said it furnished proof of the excellent choice made of a Rector, when Mr. Cockburn was appointed. He trusted that the efficiency of Upper Canada College, under that gentleman's management would eclipse its efficiency in former days. He hoped that the Model Grammar School would continue to be efficiently conducted.

The pupils then sung "God Save the Queen," with piano accompaniments by Mr. Sefton, and the Bishop having pronounced the benediction, the proceedings terminated shortly after five o'clock.

Previously to the Midsummer vacation, the pupils of the Model Grammar School presented the Rev. John Ambery, M.A., Classical Master, with an address, accompanied by a beautiful pocket communion-service from the establishment of Messrs. J. G. Joseph & Co. The address was read by J. R. Robertson, and the service presented by F. Barlow Cumberland. Mr. Ambery made an appropriate reply.

—— UPPER CANADA COLLEGE.—His Excellency the Governor General has been pleased to appoint George R. R. Cockburn, Esq., M.A., Principal of the U. C. College, in place of the Rev. Walter Stennett, M.A., resigned. On taking leave of the College, the pupils presented Mr. Stennett with a beautiful silver tea service, accompanied by a very appropriate address. Mr. Stennett made a suitable and touching reply.

——UPPER CANADA COLLEGE.—On Wednesday, the 17th inst., the prizes were delivered to the successful pupils of this institution. The Rev. Dr. Scadding opened the proceedings by presenting the Governor General's prize, which on this occasion was obtained by J. A. Paterson. The Rev. Dr. hoped that this prize might stimulate him to continue his course in the path of study as successfully as heretofore. His Excellency's successful career afforded a good example to the diligent student, and greatly enhanced the

value of this prize. The classical prize was won by W. T. Mitchell, whose brother, G. Mitchell, gained the English prize; Dr. Connor on presenting the English prize, complimented the recipient on the proficiency he exhibited in the various subjects of examination. We are informed that it is only a few years ago since English Classics have been made a subject of special study in the College. The creditable exhibition made by the students at the examination of this Department gives ample evidence of the untiring zeal and accurate scholarship of Dr. Connor. The other prizes were distributed by the various masters in their respective departments. A Letter was read from Prof. Cherriman, Mathematical Examiner, complimenting the College on the examination passed by the pupils in Mathematics, which must have been highly gratifying alike to the pupils and their teacher, Mr. Brown. Dr. Wickson, Classical examiner, expressed himself highly satisfied with the proficiency attained by the students in Classical literature. This shows the College has lost none of its reputation as a Classical or Mathematical training school. The Rev. Dr. Scadding, in bringing the proceedings to a close, among other remarks said, that the College might now be said to have closed one volume of her history, which was replete with honor; and he had no doubt, could the curtain which shrouds the future be drawn aside, a brilliant career was here.—*Leader.*

—— University of Trinity College. — At the recent Church of England Synod, held in Toronto, the following Resolution in regard to Trinity College was moved by the Rev. Dr. Beaven: "That the Synod desires to express its deep sympathy with our venerable Bishop in his late trials and difficulties, in consequence of the imputations cast upon the teachings of Trinity College, and with the Rev. Provost, as the exponent of that teaching, and declares its continued confidence in the College and its administration." In amendment, the Rev. Mr. Ardagh moved: "That, inasmuch as the motion of Dr. Beaven, if persevered in, would have the effect of exhibiting to the world a divided Synod, it is inexpedient to entertain the motion." The Rev. H. Mulkins also moved in amendment: "That the Synod desires to express its deep sympathy with our venerable Bishop in his late trials and difficulties, in consequence of the differences in regard to Trinity College, and its sincere hope that those difficulties may be happily removed by the increased usefulness and efficiency of that Institution." Both amendments were at last negatived, and the main motion (Dr. Beavon's) was carried by 54 clerical and 30 lay votes, against 24, of which 14 were clerical, and 10 lay.

——Visit of Prince Alfred to the Educational Department.—On Tuesday, the 25th of June, His Royal Highness Prince Alfred, accompanied by His Excellency Sir Edmund Head, Major Cowell and other members of his suite, visited the Educational Department. The Prince was received at the principal entrance by the Rev. Dr. Ryerson, Chief Superintendent of Education for Upper Canada, the Deputy Superintendent and other officers of the Department. On his entrance, Mrs. Ryerson handed His Royal Highness a choice and beautiful bouquet of flowers, which was graciously received. He was then conducted to the Council Room Library, where he entered his name in the Visitor's Book as "Alfred." His Excellency and Major Cowell also entered their names as visitors. From the Council Room the royal party was conducted over the entire establishment, including the Museums, the Schools and the Map and Library Depositories. In the various articles of Canadian manufacture, they all expressed much interest. On leaving the building, a pretty little bouquet was presented to the Prince by Master Francis E. Hodgins, which His Royal Highness smilingly accepted. As his carriage drove off, three hearty cheers were given for the Prince, three for the Queen, and three for the Governor General.

Visit of the Prince to the University of Toronto.—On the same day, His Royal Highness and suite visited the University. He was received by the Hon. Judge Burns, Chancellor, the Hon. James Patton, Vice Chancellor, the Rev. Dr. McCaul, President of University College and the Professors, and by them conducted over this beautiful building. The royal party were much pleased at the Library, Museum and Convocation Hall, and on leaving expressed themselves highly gratified with their visit.

—— Royal Geographical Society.—By a late arrival from England we learn that J. George Hodgins, LL.B., Deputy Superintendent of Education for Upper Canada, and author of *Lovell's General Geography*, has been, on the motion of the Honorary Secretary, Thomas Hodgkin, Esq., M.D., seconded by Admiral Sir G. Back and H. G. Findlay, Esq., elected a Fellow of the Royal Geographical Society of London.

—— Examination of the Deaf and Dumb Society.—The midsummer examination of the above society was held in the St. Lawrence Hall. There are at present in the school only twenty-four scholars, over which there are three teachers: Mr. and Miss McGann and Miss Hamilton. At eight o'clock Rev. Mr. Kennedy was called to the Chair, and in a few remarks introduced Mr. McGann, the head teacher of the school. Mr. McGann, after dwelling a short time on the mode of teaching, &c., commenced his examination. He examined a few of each class, of which there are four, showing how much quicker they learn than those who can both hear and speak. / At the conclusion of the examination four of the pupils gave a very interesting dialogue, Mr. McGann explaining as they went on After the dialogue was gone through with, Dr. McCaul made a few appropriate remarks, shewing the necessity of the Government taking this institution into their consideration, and making it a public school. He said there were at present five or six hundred deaf and dumb mutes in Canada, of which there were only twenty-four able to be kept at school. The Dr. finished his remarks by calling on the citizens to make a collection, so that they would be able to instruct some more of those unfortunate creatures.

—— Education in Stratford.—The Chairman submitted the following for the consideration of the Board :—(1.) *That a prize* be awarded at the half-yearly examination, as an inducement for regular attendance, to all pupils who shall have attended School during the whole term, without an intermission; also to one pupil in each department who may stand the next highest on the daily register, provided their conduct be generally good. (2.) *That common* needlework may be taught during a portion of one afternoon each week, to such girls in the first and second departments as may desire, and the Teachers thereof so arrange. (3.) *That a number of* Maps asked for by the Teachers, which are indispensably necessary, be at once procured from the Educational Department. *That the Teachers* be required to open and close the School as recommended by the Council of Public Instruction, in accordance with the Statute and the regulations prescribed for the purpose.—The report was adopted at a meeting of the Board on the 7th of May.

Grand Union School Pic-nic in Barton.—On the 27th ult., a very large pic-nic, composed of the whole of the School Sections in Barton, was held on the brow of the Mountain, just above the city, in the beautiful woods belonging to Mr. King, who very kindly threw open his grounds for that purpose.—Ample accommodations had been fitted up in this lovely spot, which, indeed, presented a most beautiful appearance with its innumerable flags and banners floating from every tree-top. At about 10 o'clock, bands of gaily dressed people in carriages and on foot were seen wending their course in this direction from all quarters, who soon swelled the company to nearly the incredible number of two thousand. All Barton gave itself up to rejoicings, every kind of business was suspended to mingle in the festivities, all seeming to regard it as a general holiday. The arrival of the children, drawn up in their respective bodies as they marched into the ground, their banners waving over them, singing "Happy greeting to all," in most melodious strains, was very grand and imposing. The exercises of the day were then commenced by the election of Mr. Michael Burkholder as chairman, who on taking the chair made a short address setting forth in glowing terms the benefits likely to accrue from so praiseworthy an undertaking as they were at present engaged in, "in the feast of reason and the flow of soul." A substantial repast, on rustic tables, was then served, consisting of all the delicacies of the season; bringing joy to many a heart, and mirth to many a soul. Mr. Grossman's band meanwhile discoursed sweet and elegant music. After the collation had been partaken of, speeches by Dr. Irvine and other learned gentlemen, dialogues and songs ably executed by the children—and music by the band during the intervals became the order of the day. The deepest attention was paid to all the performances; nothing occurred to mar the festivities; the greatest harmony and good-feeling everywhere prevailed, and joy reigned supreme. Great credit is due to the Rev. Mr. Bull and the Managing Committee, for the zeal they evinced and the strenuous exertions they put forth, to cause this pic-nic to eventuate so successfully. These gentlemen spared no pains in their undertaking, and met with an abundant reward for their labors, as the happy countenances of the guests, wreathed in sunny smiles, sufficiently attested. At the conclusion, three hearty cheers were given for the Queen; three cheers for the chairman and all concerned in getting up the pic-nic, after which the National Anthem was sung by the children and played by the band, alternately.—*Correspondent Hamilton Spectator.*

—— LAVAL UNIVERSITY.—The annual examination of the pupils of the Quebec Seminary took place in the great hall of the Laval University, on the 9th July, in the presence of a large number of spectators. At the conclusion of the examination, the Rector of the University, accompanied by the professors and graduates of the institution, in full university costume, proceeded to confer the following degrees:—*Licentiate of Medicine*—Mr. Alfred Lachaine, with distinction. *Bachelors of Law*—Messrs. Regis Gosselin, Narcisse Hamel, Charles Lindsay, Felix Rainville, and Alexander Seers. *Bachelor of Medicine*—Mr. Appolinaire Grenier. *Bachelor of Arts*—Mr. François Therien. The annual discourse on the conclusion of the academic year was then delivered by Dr. Landry.—*Quebec Chronicle.*

—— MCGILL NORMAL SCHOOL.—At the close of the late satisfactory examinations of the McGill Normal School, the Hon. P. J. O. Chauveau delivered an excellent address to the students. He was followed by Principal Dawson, (to whom the class presented a beautiful silver ink stand), Professor Hicks, and Mr. Chamberlain, on behalf of the College Corporation. The proceedings were highly interesting.

—— LENNOXVILLE GRAMMAR SCHOOL.—At the close of the examinations in the Lennoxville Grammar School the pupils presented to Mr. Williams, the Rector, a handsome papier mache desk, and to Mrs. Williams a tastefully executed marble vase.

COLONIAL.

—— UNIVERSITY OF NEW BRUNSWICK.—June 27th terminated the first Academic year of this Institution. The University of New Brunswick is now one year old. It has successively struggled against the numerous difficulties which it had to encounter at home and abroad, and we have every reason to believe that it has entered upon its second year with such an infusion of new and healthy blood, that even the most exacting must perforce confess that our Province is now fully prepared to afford to all who value its attainment, a thorough course of the very highest educational training. So much has for years past been said on the subject of King's College that it may not be amiss for us to remind our readers that by an Act which received Her Majesty's assent in January, 1860, the Assembly repealed the charter for the incorporation of the Chancellor, President, and Scholars of King's College, and enacted that its name and style should be altered, and that nine laymen to be appointed by His Excellency the Lieut. Governor in Council, of whom the President of the University should be one, should henceforth constitute the Corporation of the University of New Brunswick. These nine gentlemen compose the Senate and in them are vested, subject to the approval of the Lieut. Governor in Council, all powers necessary for the management and government of the University. Accepting the vast responsibility thus conferred on them the members of the Senate have, we are most happy to say, recently appointed Dr. Jack to be President of the University, an appointment which is highly satisfactory to us, and which will, we are satisfied, be equally so to every one; in the first place, because it proves that the Senate are not unworthy the great trust reposed in them; and secondly, because it confers honorable promotion on one who has for upwards of twenty years devoted his great talents and his energies to the successful discharge of his onerous duties as Professor of Mathematics in King's College. Dr. Jack's appointment is, we repeat, a most satisfactory one, honorable to the Senate and to himself, and most beneficial to the best interests of the University and of its Alumni. The Professorship, vacant by the decease of the lamented Dr. Robb, has, after great difficulty in procuring a well qualified successor, been conferred upon Mr. Loring Bailey, a young and most promising Chemist, whose testimonials are of the highest character. He is a son of the late Professor Bailey of West Point Military Academy, the celebrated Microscopist, and we have every reason to believe that he inherits his father's talent.

The Professorship of Classical Literature has been bestowed upon Mr. Campbell, late Private Secretary to His Excellency the Lieut. Governor. This gentleman's success at Cambridge affords an ample guarantee of his scholarly attainments, and we have been assured that his great fitness for imparting instruction was fully proved by the marked improvement displayed at the late examination by the students who attended his Greek and Latin Lectures during the past term.

Having concluded these preliminary explanations we may now proceed with what we intended to give when we sat down to write—we mean an account of the Encænia or festival in honor of the founders and benefactors of King's College, which was held in the University on Thursday last, in presence of His Excellency the Lieut. Governor, Judge Wilmot, and several other members of the Senate, the Chief Justice, the Master of the Rolls, the Attorney and Solicitor Generals, the Provincial Secretary, and a large concourse of ladies and gentlemen. The oration delivered by the new President, Dr. Jack, elicited the most cordial approbation of all present, not only by the talent displayed in its composition but also by the force and justness of the sentiments it embodied. The learned Doctor dwelt at some length on the manifold and great advantages of a superior education, and of the superiority which inevitably accrues to the well informed man over his less instructed fellow, and especially called the attention of his younger hearers to the fact that almost all the offices under the British Government were now open to public competition and became the reward of those who were prepared to submit to the prescribed examination, and by their attainments to win the prize; he reminded them that these competitive examinations were open to all Her Majesty's subjects, and that the well educated youth of New Brunswick had every reason to hope that success would attend them in this, as it had done already in many cases where they had in honorable emulation contended for distinction in the mother country. In conclusion the President paid a feeling tribute to the memory of Dr. Robb; with an emotion which he communicated to all his hearers, he briefly eulogized his great talent, his indefatigable zeal, and never failing energy in the pursuit of knowledge, his constant devotion to science, and his unbounded charity in the exercise of his professional skill for the relief of suffering humanity. He spoke of his amiable character in all the social relations of life, and of the uninterrupted friendship which for more than twenty years had existed between them. He mentioned the valuable Museum of Geology which he had collected from all parts of the Province, with infinite trouble and often at great expense, and which alone ought to entitle him to the gratitude of the people of this Province. Mr. W. A. Smith, of St. Andrews, Charlotte County, then read his Essay on the formation of Character, which was judged worthy of the Douglas Gold Medal annually bestowed upon the writer of the best English Essay, and at its conclusion His Honor Judge Wilmot presented the Medal to Mr. W. A. Smith, with a few well chosen complimentary remarks upon the satisfactory nature of his performance, and upon the research which it displayed. His Honor then addressed all the students, and said that he did not think he could do better than read to them a passage from Ruskin, which had lately attracted his attention, and which he considered fully entitled to their most attentive consideration—it was full of wisdom, and he advised them to weigh well all that it expressed, to reflect deeply on the obligations it imposed:

"An educated man ought to know three things:—First, where he is—that is to say, what sort of a world he has got into; how large it is; what kind of creatures live in it, and how; what it is made of, and what may be made of it. Secondly, where he is going—that is to say, what chances or reports there are of any other world besides this; what seems to be the nature of that other world. Thirdly, what he had best do under these circumstances—that is to say, what kind of faculties he possesses; what are the present state and wants of mankind; what is his place in society; and what are the readiest means in his power of attaining happiness and and diffusing it. The man who knows these things, and who has had his will so subdued in the learning of them, that he is ready to do what he knows he ought, is an *educated* man; and the man who knows them not, is *uneducated*, though he could talk all the tongues of Babel.

The degree of A. B., was then confirmed upon the following Students: Messrs. Wm. Walker, L. Sturdee, W. Neales, T. L. Harrison.

BRITISH AND FOREIGN.

—— THE RAGGED SCHOOL UNION now requires a room in Exeter Hall for its annual meeting: it has just been held: Shaftesbury in the Chair,—not the least of his well earned and abundant honours. Number of school buildings, 176; Sunday schools, 207: having 25,260 scholars; evening schools, 215—scholars, 9,840; mother's meetings attended by 2,060. There are 84 Penny Banks, and 58 clothing clubs in connection with the society. Shoeblacks, 331, earnings £,647 in the year. Then, sixteen refuges for the homeless and destitute, with 700 inmates.

—— THE LIBERIA COLLEGE is up and covered. It looks well, and in a few months will be ready for use. It is an excellent building, and it is to be hoped that it will do much towards raising the standard of education in Liberia.—*N. Y. Com. Adv.*

UNITED STATES.

—— Gymnasia in American Colleges and Schools.—The experiment of introducing physical culture, by means of gymnastic and calisthenic exercises, as part of the system of education at Amherst College, is pronounced, after trial for one term, a decided success. The institution has a gymnasium, thoroughly appointed, with bowling alleys and wash rooms. The department is under control of a graduated professor, whose business it is not only to regulate the mode and quantity of exercise, but to impart instruction in physiology and hygiene as well. It is made obligatory upon the students to take exercise, just as it is to recite Latin and Greek. And it is found, under a careful and natural regimen, that what was feared would be disagreeable as partaking of the nature of compulsory routine is a very pleasant pastime, under which great bodily good is realized by all the students.

—— Norwegian College in Iowa.—The Norwegians are raising money to build a college in Iowa. Twenty thousand dollars have already been raised for this purpose.

XIII. Literary and Scientific Intelligence.

—— The Prince Albert Medal Poem on Washington.—The Prince Albert prize medal offered by the University of Cambridge, England, for the encouragement of English poetry, on the subject of "The Prince of Wales at the Tomb of Washington," has been adjudged to Frederic W. H. Myers, of Trinity College.

—— There is a Meteorological Department in the British Board of Trade, which is under the superintendence of Admiral Fitzroy. A map of the world is divided into squares, and numbered; and books are issued to sea captains to be filled up with their observations during their voyage. The entries to be made are under the heads barometer, thermometer, hydrometer, winds, weather, currents, variation, soundings, crossings, passages, storms, ice, shooting stars, meteors, aurora, and electricity. The Chamber of Commerce should give its support to this laudable effort.

—— Cure for Diptheria.—The *American Medical Times* calls attention to the efficacy of creosote as a local application for diptheria. Ten drops of creosote to a gill of warm water is applied as a gargle; one or two applications effect a cure.

——Observatory on Mount Ararat.—The Emperor of Russia has given $25,000 for the establishment of a permanent observatory on Mount Ararat, near Tiflis.

—— Instantaneous Photographs.—Sun pictures may be taken in various modes, some requiring several minutes and others only an instant. Photographs of rapidly moving objects, as race horses, the waves of the sea, &c., are taken in the hundredth part of a second.—In English experiments, an image was taken in the ten-thousandth part of a second; and a rapidly revolving wheel was taken in so brief a space that it seemed perfectly well defined and stationary, being illuminated by a single discharge of an electric battery, occupying, according to Wheatstone, only the millionth part of a second.

—— New Dye in Canada.—At a late meeting of the Botanical Society, in Kingston, Professor Lawson exhibited specimens of a new dye of great richness, prepared in the Laboratory of Queen's College, from an insect, a species of Coccus, found for the first time last summer on a tree of the common black spruce (Abies nigra, Poir), in the neighbourhood of Kingston. This new dye closely resembles true Cochineal, a most expensive coloring matter, capable of being produced in warm countries only, and which is used to give a fine and permanent dye in red, crimson, and scarlets to wool and silk. Unlike Cochineal, the new dye, discovered at Kingston, is a native Canadian product, and capable of being produced in temperate countries. Having been but recently observed, a sufficient quantity has not yet been obtained for a complete series of experiments as to its nature and uses; but the habits of the insect, as well as the properties of the dye, seem to indicate that it may become of practical importance. In colour it closely resembles ordinary Cochineal, having rather more the scarlet hue of the flowers of Adonis autumnalis, and no doubt other shades will be obtained. The true Mexican Cochineal is now being cultivated in Teneriffe and other vine growing countries of Europe and Africa, with such success as to displace the culture of the grape vine; yet the Directors of the East India Company offered in vain £2,000 for its introduction into India.

——New Brilliant Dye.—The recent discovery, at Lyons, of a new species of red dye more brilliant than any hitherto produced, and, above all, more solid than that of the best Chinese reds, has caused a sensation amongst the manufacturers. The color is said to be particularly soft to the eye—something between scarlet and ponceau—the peculiar red beheld in the small garden flower, "the blood of Adonis." It is already highly appreciated as "rouge sublime" in the trade, and promises, it seems, to become very popular, both for furniture and dresses.

—— The Mauve Dye.—In the course of a lecture at the Crystal Palace, Dr. Lankester said, speaking of the mauve dye, that it was owing to the perseverance of a young man in a humble position that they had this choice dye. That young man commenced and persevered in his study under every disadvantage, till, by continued application, he obtained a mastery over the elements with which he dealt. He then took a specimen of his dye to a Glasgow merchant, and obtained as a reward for his perseverance £20,000.

—— Discovery of Greek Coins.—A letter from Athens announces that in the village of Rugra, not many miles from Corinth, as many as 9,170 Greek coins, of great antiquity,—the most modern being of the time of the Achæan League have lately been found buried in a bronze vase a few inches in the earth.

—— Ohio Coal.—The amount of coal annually taken from mines in Ohio is estimated by the Commissioner of statistics to exceed 2,000,000 tons.

XIV. Departmental Notices.

POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, *must be pre-paid*, at the rate of one cent, *and be open to inspection*, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cents and 21 cents on each package, including the Post-office fine of nearly *fifty per cent.* for non-payment.

PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the new Postage Law, the postage on all books, printed circulars, &c., sent through the post, *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will therefore please send such an additional sum for the payment of this postage, at the rate specified, and the new Customs duty, as may be necessary.

INDISTINCT POST MARKS.

We receive, in the course of the year, a number of letters on which the post marks are very indistinct, or altogether omitted. These marks are often so important, that Postmasters would do well to see that the requirements of the Post-office Department, in relation to stamping the post-mark on letters is carefully attended to.

NO PENSIONS TO COMMON SCHOOL TEACHERS UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, without delay, if they have not already done so, their annual subscription of $4, commencing with 1854. The law authorizing the establishment of this fund provides, "*That no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*" No pension will be granted to any teacher who has not subscribed to the fund.

SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages, and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools will be sent direct to the head Masters, upon application to the Department.

PUBLIC LIBRARY BOOKS, SCHOOL MAPS, APPARATUS, AND PRIZE BOOKS.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of articles to be sent can always be made by the Department, when so desired.

FORM OF APPLICATION FOR PUBLIC LIBRARY BOOKS, MAPS, APPARATUS, SCHOOL PRIZE BOOKS, ETC.

.....

[*Insert Post Office address here.*]

SIR,—The [*Trustees, or Board of Trustees, if in Towns, &c.*] of the ..... School being anxious to provide [*Maps, Library Books, or Prize Books, &c.*] for the Public Schools in the [*Section, Town, or Village, &c.*] hereby make application for the ....., &c., enumerated in the accompanying list, in terms of the Departmental Notice relating to .....: for Public Schools. The ... . selected are *bona fide* for the .....; and the CORPORATION HEREBY PLEDGES ITSELF not to give or dispose of them, nor permit them to be given or disposed of, to the teacher or to any private party, OR FOR ANY PRIVATE PURPOSE WHATSOEVER, but to apply them solely to the purposes above specified in the Schools of the ....., in terms of the Departmental Regulations granting one hundred per cent. on the present remittance. The parcel is to be sent to the .... Station of the ..... Railway, addressed to .....

IN TESTIMONY WHEREOF, the Corporation above-named, hereto affixes its corporate seal to this application, by the hand of .....*, this ..... day of ....., 186–.

Amount remitted, $.....

Trustees must sign their own names here.—See page 41. .... Corporate seal to be placed here.

To the Chief Superintendent of Education, Toronto.

NOTE.—Before the Trustees can be supplied, it will be necessary for them to have filled up, signed, and sealed WITH A PROPER CORPORATE SEAL, as directed, a copy of the foregoing Form of Application. On its receipt at the Education Office, the *one hundred per cent.* will be added to the remittance, and the order, so far as the stock in the Depository will permit, made up and despatched. Should the Trustees have no proper corporate seal, the Department will, on the receipt of *two dollars* additional, have one engraved and sent with the articles ordered.

*** If Library and Prize Books be ordered, in *addition* to Maps and Apparatus, it will BE NECESSARY TO SEND NOT LESS THAN *five dollars additional* for each class of books, &c., with the proper forms of application for each class.

☞ The *one hundred per cent.* will not be allowed on any sum less than *five dollars*. Text books cannot be furnished on the terms mentioned above: they must be paid for in full, at the net catalogue prices.

* The Trustees of the Section; Chairman and Secretary of the Board of City, Town, or Village Trustees; Warden, Mayor, or Reeve.

ERRATUM IN THE SCHOOL MANUAL.

In the Programme for the Examination and Classification of First Class Common School Teachers, on page 145 of the *Trustees' Manual*, an error occurs in one of the paragraphs, by which the word "four" is left out. The paragraph should read as follows:

4. To know the first four books of (Pott's) Euclid.

XV. Advertisements.

TEACHERS' ASSOCIATION OF CANADA WEST.

THE NEXT PUBLIC MEETING of the TEACHERS' ASSOCIATION OF CANADA WEST, will be held on TUESDAY, the 6th day of August next, in the MECHANICS' INSTITUTE, TORONTO, commencing at 11 o'clock.

Addresses will be delivered by the President, T. J. ROBERTSON, Esq., M.A.; by the Rev. Dr. McCAUL, President of University College, Toronto; and by the Rev. Dr. ORMISTON, of Hamilton.

J. W. ACRES, *Secretary.*

July, 1861. 1*in.sp.*

UNIVERSITY OF QUEEN'S COLLEGE, KINGSTON.

Incorporated by Royal Charter.

THE TWENTIETH SESSION will begin on the FIRST WEDNESDAY OF OCTOBER [2nd October], 1861, when the Matriculation and Scholarship Examinations will take place. All Students in the Faculty of Arts are required to be present at the above date The Divinity Classes will commence on the First Wednesday in November.

Further information will be obtained on applying to

W. IRELAND,
Secretary to the Board of Trustees. 1*in.pd.*

UNIVERSITY OF QUEEN'S COLLEGE, KINGSTON.

FACULTY OF MEDICINE.

THE EIGHTH SESSION of the Medical Faculty of Queen's College will open on WEDNESDAY, 2nd October, 1861, when the Professors will commence their regular Courses of Lectures and Demonstrations.

Anatomy—Prof. Stewart, L.R.C.S.E.
Surgery—Prof. Dickson, M.D., Vice President.
Medicine—Prof. H. Yates, M.D.
Materia Medica—Prof. Fowler, M.D., L.R.C.S.E.
Chemistry—Prof. Lawson, Ph. D.
Obstetrics—Prof. Lavell, M.D.
Institutes of Medicine—Prof. Litchfield, M.D.

Courses of Clinical Lectures are given in the Kingston General Hospital.

Further information may be obtained on application to the Secretary.

By order of the Faculty of Medicine.

GEORGE LAWSON, Ph.D.,
University of Queen's College, Kingston, Canada, July, 1861. *Secretary.* 1*in.pd.*

UNIVERSITY OF VICTORIA COLLEGE.

THE NEXT SESSION of this University will commence on the LAST THURSDAY in AUGUST. For additional information, see *College Gazette.*

S. S. NELLES, D.D.,
University of Victoria College, Cobourg, July, 1861. *President.* 1*in.sp.*

UPPER CANADA SCHOOL BOOK DEPOT.

R. AND A. MILLER have REMOVED to No. 62, *King Street East*, where will be found the largest assortment of SCHOOL BOOKS in Canada. ☞ Teachers are requested to call.

Just out, "LOVELL'S GENERAL GEOGRAPHY," containing 43 coloured Maps and numerous Illustrations, &c., by J. George Hodgins, LL.B.; "ROBERTSON'S GRAMMAR" in enlarged print and improved binding, and the "KEY TO SANGSTER'S NATIONAL ARITHMETIC."

R. & A. MILLER,
60, St. François Xavier Street, Montreal. 62, King Street East, Toronto. 3*pt*10*d.*

ADVERTISEMENTS inserted in the *Journal of Education* for 25 cents per line, which may be remitted in *postage stamps*, or otherwise.

TERMS: For a single copy of the *Journal of Education*, $1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

All communications to be addressed to J. GEORGE HODGINS, LL.B.,
Education Office, Toronto.

LOVELL AND GIBSON, PRINTERS, YONGE STREET, TORONTO.

Aug. 20

JOURNAL OF EDUCATION,

Upper Canada.

VOL. XIV. TORONTO: AUGUST, 1861. No. 8.

CONTENTS OF THIS NUMBER.

		PAGE
I.	How to Improve the Preliminary Stages of Classical Education. By Professor Pillans	113
II.	Spencer's Essays on Education	115
III.	The Education of Teachers	116
IV.	The Power of communicating Thought	116
V.	Pleasantry used for Reproof	116
VI.	Papers on Educational Institutions—(1) The College of Preceptors. (2) The United Association of Schoolmasters of Great Britain. (3) The Educational Institute of Scotland. (4) The Schoolmasters' Social Science Association. (5) General Associated Body of Church Schoolmasters. (6) The National School Society. (7) The British and Foreign School Society. (8) The Home and Colonial School Society. (9) The Public Schools of Oswego	116
VII.	Papers on Phys. Geography—(1) Labrador—Prof. Hind's Exploration. (2) Bot. Excursion. (3) God's Plan in Geography. (4) The Greatest Nav. Stream in the Old World	118
VIII.	Papers on Natural History	119
IX.	Papers on Physical Science—(1) What Precious Stones are made of. (2) Nature's Alph et. (3) Skipping and Skimming. (4) Ventilating Chambers. (5) lian Railways	120
X.	Biographical Sketc No. 17. Thomas G. Ridout, Esq. No. 18. Elizabeth Barrett Br	121
XI.	Miscellaneous—(1) utumn Calm. (2) Anecdote of Queen Victoria. (3) England. (4) Stability of things in England. (5) Order of Knighthood for India. (6) Origin of "Dixie's Land." (7) Memories of Rugby School. (8) The Blessedness of Obeying Parents	123
XII.	Papers on Books and Libraries—Teachers' Library	124
XIII.	Educational Intelligence	125
XIV.	Literary and Scientific Intelligence	127
XV.	Departmental Notices	128

HOW TO IMPROVE THE PRELIMINARY STAGES OF CLASSICAL EDUCATION.

BY PROFESSOR PILLANS, EDINBURGH.*

It must, I fear, be admitted that there exists a growing indifference to the study of the ancient languages of Greece and Rome. The public mind is less disposed than it used to be, to regard that study as the indispensable preliminary to a course of liberal education. Nor is this to be wondered at. We live in an age which is eminently scientific in its tendencies,—an age when clear demonstration, minutely accurate knowledge, and full possession of the question at issue, are becoming more and more the passports to promotion in every branch of the public service. Now, it is a notorious fact, that of the British youth who have gone through the long and compulsory drill of our grammar schools, a vast majority carry with them from school a very superficial acquaintance with the languages they were sent thither to learn, and no desire to increase or even retain the slender stock they may have acquired. And yet there is no want either of weighty argument or the authority of great names in support of a proposition which is as certain as reason and philosophy can make it, that no instrument has hitherto been contrived so well adapted for developing the youthful mind, and training its faculties to their appropriate exercise, as a well-devised course of classical instruction.

* Author of "Contributions to the Cause of Education," for sale at the Educational Depository, Toronto. (See page 128.)

My business at present, however, is not to defend classical training as the best, but, taking for granted the proposition I have just stated, to shew how the practice of teaching may be improved. There must, it is natural to think, be something radically wrong in a system of training which so egregiously fails in accomplishing the object proposed, that, of those trained upon it, a small percentage only go forth into life with a mastery of the subject, to the study of which the best years of their boyhood have been devoted. A large proportion of the rest get a sort of top-dressing, and acquire, perhaps, a habit of dogged hard working, which is not without its use, though far from yielding full compensation for the precious time it has cost them. Such may be able to quote occasionally a line of Horace or Virgil, still found *rari nantes* in the *gurgite vasto* of their ignorance, and may thus gain consideration among their unlearned compeers; but these are worthless and dear-bought advantages.

How, then, is a remedy to be found for a great and growing evil that threatens to extinguish a literature which rescued Europe from the darkness of the Middle Ages, which, ever since the revival of letters, has been the boast and glory of modern times, and which is interwoven with the whole tissue of our literature? How are we to secure its permanence? How render more generally efficient than it now is, a mode of training which even its partial successes have proved to be the best? The cure, I conceive, can only be effected by surrounding the first steps in the study of Latin (for from that language chiefly I shall draw my illustrations) with such attractions as shall prevent, or remove at the outset, a prejudice against it. Such a prejudice can hardly fail to arise in the mind of a boy, from the dry, uninviting task of learning by heart what is imperfectly or not at all understood; and it is to the means of accomplishing this object that I would call attention.

To secure a boy's grappling willingly and successfully with the difficulties of grammar and syntax, we must begin with awakening curiosity and gratifying his self-esteem by leading him to think for himself. We must invest the subject with an interest that will carry him triumphantly through the difficulties that await him at a subsequent stage. By no other means can we expect to arrest the growing evil, and vindicate the claims of classical learning to take the lead in the higher education of our youth. A few preliminary observations will enable me to explain what appears to me to be the origin of the

evil, and the means of cure. There are, I conceive, certain principles in the young mind, coeval almost with the first dawnings of reason, of which advantage is not taken as it ought to be, either in the composition of our Latin grammars or in the school training of youth.

Among the various operations of the thinking principle in man, which it has pleased mental philosophers to classify and describe under the name of "powers" and "faculties," there are few of which we do not find traces, more or less fully developed, in the lower animals. Not only do they possess the five senses, but in processes which are purely mental, such as memory, they may challenge a comparison with man. Even of the reasoning faculty—our boasted pride and privilege—we can scarcely doubt the existence and exercise; in the dog, for example, and the elephant, who are swayed by motives, compare the respective weight of each, and arrive at conclusions which regulate their movements with a will as free as our own. How this process is carried on without the gift of language and the use of words is to us incomprehensible, and we cover our ignorance by calling it instinct.

But among the faculties peculiar to man of which we find no trace in the lower animals, such as the perception of mathematical truth, there is one which we must, I think, admit to be as exclusively the attribute of man as the gift of speech itself,—I mean that act of the mind which prompts and enables him to reflect on the facts of his own present or past consciousness, and to make them the subject of thought and meditation. There is no evidence to prove, nor reason to believe, that even the animals I have mentioned—the most thinking and sagacious of the lower creation—ever turn their thoughts inwards to reflect on what is passing in their own minds, or ever recall past impressions, to subject them to consideration, reflection, or revision. The sensations that pass through their minds, be they pleasant or painful, are not forgotten: they are treasured up and recur in similar circumstances, and serve to regulate their conduct in pursuing the pleasure and avoiding the pain. But this is *memory*, not *meditation*; not that retrospective and prospective faculty—that power which makes man what Shakspeare calls him, "A being of large discourse, looking before and after,—the power of summing up the results of past observation and experience, of combining, comparing, abstracting, generalizing, and deducing, which more even than his bodily structure gives man his vast superiority over all other animal natures. Now, this distinctive privilege of our species is capable of being developed in the young mind much earlier than is commonly imagined. Even in the elementary stage of English education, before the child has left the infant school, there is room for appealing to the principle I speak of; as, for example, when he is called on to distinguish the form of each letter by the *eye*, and its power by the *ear*, and then to combine the two impressions into an audible sound. There are so many occasions for exercising the reflective faculty before he arrives at the age of seven or eight, when it is proper or at least usual to begin the study of Latin, that it is then eminently fit to be employed in prepossessing his mind in favour of the study, and investing it with an interest which, in the ordinary way of teaching, is seldom or never felt.

If this reflective faculty be directed to a luminous exposition of the simpler leading truths of general grammar—truths which are nothing more than the principles which guide man in the use and application of language, they will be at once apprehended and mastered by a boy, because he recognises in them what his own consciousness, when thus appealed to, assures him must be true. And it is scarcely necessary to add that, when the experiment is successful, and it can scarcely ever fail, it invests the subject to the young mind with a delight and interest most influential in promoting his further progress. By such a process as this should the mind be stimulated into activity, before the tyro is called on to grapple with the difficulties of flexion, conjugation, and syntax.

As far as my own experience goes, I do not find that, either in the practice of teaching, or in the Latin grammars in ordinary use, advantage is taken of the reflective principle, or any credit given or appeal made to it. Memory is the faculty almost alone called into exercise, and it is a memory not of that suggestive, philosophical kind which arranges a series of facts under one principle, so that they are easily retained and readily recalled; but a dry, mechanical, disjointed memory of insulated, ill-assorted ideas, difficult to acquire and very liable to be forgotten. The boy is often charged, under pains and penalties more or less severe, to remember and repeat a mass of formal rules without reasons, instead of being trained, by appeals to his own consciousness, to think, to reason, and to conclude.

The limits of this paper will allow me to take one or two instances only in explanation and illustration of the views and principles I have endeavoured to explain: and the first shall be from the Latin VERB—the WORD *κατ ἐξοχήν*—the very key-stone of the arch of every sentence, without which, expressed or understood, there can be no proposition,—a part of speech indeed which requires, more than any other, the helping hand of Philosophy to prevent it from confounding the budding intellect, and producing dislike of the whole subject.

Bearing in mind, then, that our main object is to carry the understanding of the boy along with us in the instruction given, I would curtail very considerably the *paradigma* of the Latin verb, as it appears in our grammars and is taught in our schools. The only moods or phases of the verb which I would retain in the tabular form should be: 1st. The Imperative of the second person, because in it we find the root or simplest form or element of the verb; 2nd. The Indicative or Declaratory—the mood by which the communication of consecutive thought and information is effected; 3rd. The Infinitive, as constituting the Noun of the verb; and 4th. The Participle, as representing its Adjectival form. The Subjunctive, Gerunds, and Supines, having nothing corresponding in our own language, I should omit for the moment, as only tending to confuse a boy's ideas. Then, as to the Tenses, there is a singular want of philosophy and consideration as to the manner in which they are presented to the young mind. Six tenses are ranged under the heading of the Indicative Mood, called Present, Imperfect, Perfect or Preterite, Pluperfect, and two Futures. Nor is there anything to inform the boy to what division of *time* they respectively belong, or to give prominence to one above the other; and after the whole is committed to memory, the pupil is left with very crude notions of the precise meaning of each. Now, the great divisions of time are practically known to a boy ever since he understood the terms yesterday, to-day, and to-morrow. But the abstract conception of time present, time past, and time to come, are not likely to have occurred to him till the reflective faculty is brought into action, when he at once recognises the distinction. What, then, so natural and so intelligible as to commence his acquaintance with the Tenses by putting him in possession of the words, and only the words, which mark these grand epochs in their simplest chronological succession: *Scripsi*, I wrote; *Scribo*, I write; *Scribam*, I shall write; or to concede so far to the universal practice of starting from the passing *now*, and looking back to the past and forward to the future—*Scribo, scripsi, scribam*; in Greek, *Γράφω, ἔγραψα, γράψω*. The paradigma of the indicative would thus be completed for the time by these three tenses, and a clear and distinct basis laid for adding, at a subsequent period, either in a separate grammar, or in a smaller type and subordinate position under each head, the modifications and restrictions required in the ordinary use of speech. The present tense, though by no means limited in its use to the *punctum mobile* that separates the past from the future, has no variety of termination or form either in Greek or Latin; nothing equivalent to the English duplicate, I write, or I am writing. *Scripsi—ἔγραψα*—the great historical tense—simply refers the event or condition intimated by the verb to time past, and therefore is or ought to be called in Latin as it is in Greek, the Aorist, *i.e.* indefinite. But the line of Past Time is notched, as it were, at certain intervals, to which distinct forms (or subordinate tenses) are attached, according as the event or condition is spoken of, as (1) in a state of continuance when another took place, or, (2) as being connected with, or its influence carried on, to the present time, or, (3) as being past in relation to another also past. The first of these cases gives the imperfect *scribebam—ἔγραφον*—I was writing; the second gives the pluperfect *scripseram—ἐγεγράφειν*—I had written; and the third gives the present-perfect, which in English is—I have written, but which in Latin has no form to express it different from the preterite or aorist—*scripsi*—I wrote. That this is a deficiency in the Latin language must, I think, be admitted from the translation I have given, and yet in no grammar I have seen is this defect indicated in the paradigma of the verb, none in which *scripsi* is given and inflected a second time in a subordinate sense, as it ought to be, that the grand paradigma of the verb may be complete. *Scripsi* is universally put down under the title of "preterite" or "perfect," and translated—I wrote or have written, as if these were synonymous terms. And this is more strange, as the deficient form exists in the Greek *Γέγραφα*. The complement of past tenses therefore in Greek is—

Ἔγραψα	in Latin—	*Scripsi*,	I wrote.
Ἔγραφον	"	*Scribebam*,	I was writing.
Ἐγεγράφειν	"	*Scripseram*,	I had written.
Γέγραφα	"	*Scripsi*,	I have written.

Future time in Latin has two distinct forms—*Scribam—Γράψω*—I shall write, expressing a simple reference to the time to come, an aorist of the future, as it might be called; and *Scripsero*, I shall have written, expressing an event, future indeed, but contemplated as finished before an event also future, but more, remote has happened. And it might be mentioned as another proof how little philosophy has been applied to the scheme of the verb, that ti lately *Scripsero* was relegated to the subjunctive mood. Omittin

that mood for the reason assigned, we come to the participles. The participial form of the verb was contrived to express its action or attribute, as exercised or exhibited in connexion with an individual, and agreeing with that individual in all its relations of gender, number, and case. It is obvious, therefore, that the action thus ascribed to the person in its adjectival form, should also, in its verbal and temporal character, express the time, whether past, present, or future, when it was predicable of the person, place, or thing. It is indispensable to a complete scheme of participles active, that there should be *three*, corresponding to the three great divisions of time as we find it to be in the Greek paradigma, present γράφων—aorist γράψας—and future γράψων. Yet in every Latin grammar I have seen, and every school I have examined, the boy is directed to say —participles active, present *Scribens*, writing; future *Scripturus*, about to write, without the slightest intimation that the participle of past time corresponding to γράψας is wanting. The opportunity is thus lost of noting this defect of the Latin verb, and the mode of remedying it, and at the same time of impressing the young mind with the discovery he had made of the triple division of tenses. A similar display of ignorance or oversight pervades all our grammars in the paradigma of the passive voice, where there is also a notable but unnoticed *deficit* in the participles. The boy is taught to say passive participles—preterite, *Scriptus*, written; future, *Scribendus*, about to be written; ignoring the absence of a present participle, while the example of the Greek stares them in the face in the three forms—γραφόμενος—γραφθείς—γραφησόμενος, *e.g.*, ἐπιστολὴ γραφομένη, a letter in the act of being written; γραφθεῖσα, a letter having been written; γραφησομένη, a letter about to be written.

It would not be difficult to extend these critical remarks on the want of philosophy in the construction of our grammars to other parts of speech, but I shall confine myself to one additional proof from the verb.

In the early days of my school life (about three score and ten years ago), I was compelled, as most of my contemporaries were, and many, I doubt not, still are, to commit to memory the following rhymes, intended to convey to the learner the theory and formation of the moods and tenses of the Latin verb :—

> "From *o* are formèd am and em,
> From *i* ram, rim ro, sse, and ssem.
> U, us, and rus are formed from *um*,
> All other parts from *re* do come, (viz.)—
> Bam, bo, rem, a, e, and i,
> N, s, and dus, dum, do, and di."

This doggrel, which is as unsound in theory as it is useless in practice, I should propose to supersede by some such process as the following; and let no teacher despair of being able to carry his pupils through the several steps with perfect intelligence, and with great benefit to their habits of reflection and ratiocination. I would invite them to fancy that state of things when man had a language to create, a state of things not unlikely to have existed after the confusion of tongues and the dispersion of our race recorded in the sacred volume, somewhat like the state described by Horace (Sat. I. 2, 100), when man was one of the *mutum et turpe pecus*, long engaged in mutual hostility till words were invented :—

> "Donec verba quibus voces sensusque notarent,
> Nominaque invenēre."

It would be easy to satisfy the learner that in this rude state, the first form the verb extorted from the wants and necessities of savage life would be that which commanded the services of others, rather than that which communicates information,—that is, would be the imperative rather than the indicative; and it would interest and delight the boy to find this supposition confirmed by the fact that the simplest and radical form of all Latin verbs is the second person of the imperative—Go, bring, lead, take, and a thousand others ;

i fer duc cape

and that all the other moods and tenses are subsequently formed by additions to the imperative as the root. Yet I do not find that, in the endless discussions about stem and crude forms, this remarkable and leading fact in the history of language has ever been noticed, or, at least, taken advantage of in school grammars, or in the teaching of the Latin tongue.—"*The Museum*," *a new English Quarterly.*

II. SPENCER'S ESSAYS ON EDUCATION.

We know of very few books that have any claim to the name of philosophical works on education. The theory of teaching is more or less treated in connection with suggestions of practice and of useful methods; but the whole tone of such works is empirical. The general statements and the particular methods are those suggested by individual experience and observation; and they have no such connection as to indicate that there lies in the mind of the writer such an understanding of the nature of the human mind as it shows itself in children, and such a knowledge of things to be taught and of their relative value, and such appreciation of the method of teaching and governing, as he must have to whom education is a science and an art—a philosophy and a practice. Perhaps it is not yet time to expect a philosophy of education: the cycle of preliminary experiment is not yet exhausted; and until all schemes of error shall have been put to the test, we may not know how and what to choose.—Nevertheless, there are now talkers many, writers many, and actors many; and we may hope that, as the world is really learning some things in politics, in political economy, and in ethics, as well as in mathematics and natural science, it will not be long before fundamental principles can be stated in the philosophy of education. Whatever is offered as such philosophy in the present time is in fact only a contribution towards it—a contribution of material for the palace that is yet to rise.

The most important philosophical contribution that we have had in a long time is the little volume of essays by Mr. Herbert Spencer.* The four treatises composing the volume, though written for three different English Reviews, were written with a controlling unitary purpose, and hence form a well-composed book when put together. The first of the four we read with great interest when we read it in the *Westminister Review* (No. cxli), and expressed a wish that it could be read by every teacher, school-officer and parent in the land; a wish which the intervening period and our further reflections have not diminished in force. To us it is the most valuable of all the treatises, and the most philosophical. It raises the question '*What Knowledge is of the Most Worth ?*' and proceeds to show what influences (of feelings, reason, and custom) usually determine men to choose a course of education, and what consideration should exercise a controlling influence. The first essay, and the second one, on *Intellectual Education*, we propose specially to notice at this time. We desire to introduce Mr. Spencer's volume to our readers by something more than the general terms of commendation which can be given in a brief book notice; and we hope that many a thoughtful teacher and parent may rejoice in communion with the thoughts of these essays.

Before Mr. Spencer attempts the solution or even the statement of the main question 'What knowledge is of most worthy ?' he notices the fact that this question is rarely raised; that as decoration among savages is more important than dress, so among civilized people the ornamental in education is more regarded than the useful; and that when a course of study is chosen, it is not selected for its utility, but under the influence of whim or custom. And the reason of this fact he finds in the other "fact that, from the far past down even to the present, social needs have subordinated individual needs; and that the chief social need has been the control of individuals." We seek power over others; the means of impressing them; "and it is this which determines the character of our education.—Not what knowledge is of most real worth is the consideration; but what will bring most applause, honor, respect—what will most conduce to social position and influence—what will be most imposing. As through life, not what we are but what we shall be thought is the question, so in education, the question is not the intrinsic value of knowledge so much as its extrinsic effects on others."

And even when the question of relative values of different knowledges is in some sort raised, no standard of value is recognized, and the whole question is bootless if mere caprice or fashion is to decide it at last. The oft-debated question respecting the superiority of classics or mathematics is insignificant in relation to the real question that should be proposed; and deciding it—if decision were possible —is no nearer approach to the answer of the great question which he proposes than choice between potatoes and bread is to a settlement of the whole theory of diet! A measure of relative value is, then, the first requisite in any controversy on the value of knowledge; and this measure is suggested in the following paragraph :

"How to live—that is the essential question for use. Not how to live in the mere material sense only, but in the widest sense. The general problem which comprehends every special problem is—the right ruling of conduct in all directions, under all circumstances. In what way to treat the body; in what way to treat the mind; in what way to manage our affairs; in what way to bring up a family; in what way to behave as a citizen; in what way to utilize all those sources of happiness which nature supplies—how to use all our faculties to the greatest advantage of ourselves and others—how to *live* completely. And this, being the great thing needful for us to learn, is, by consequence, the great thing which education has to teach. To prepare us for complete living is the function which education has to discharge; and the only rational mode of judging of any educational course is to judge in what degree it discharges such function. This test never used in its entirety, but rarely even partially used

* Education, Intellectual, Moral and Physical. By Herbert Spencer, author of Social Statistics, Principles of Psychology, etc. D. Appleton & Co., New York, and Educational Depository, Toronto. (See page 125.)

and used then in a vague, half-conscious way, has to be applied consciously, methodically, and throughout all cases. It behooves us to set before ourselves and ever to keep clear in view *complete living* as the end to be achieved ; so that in bringing up our children we may choose subjects and methods of instruction with deliberate reference to this end. . . . . It must not suffice simply to *think* that such or such information will be useful in after life, or that this kind of knowledge is of more practical value than that ; but we must seek out some process of estimating their respective values, so that as far as possible we may positively know which are most deserving of attention."

Mr. Spencer's next step is "to classify in the order of their importance the leading kinds of activity which constitute human life. They may be naturally arranged into—1. Those activities which directly minister to self-preservation ; 2. Those activities which, by securing the necessaries of life, indirectly minister to self-preservation ; 3. Those activities which have for their end the rearing and discipline of offspring ; 4. Those activities which are involved in the maintenance of proper social and political relations ; and 5. Those miscellaneous activities which make up the leisure part of life, devoted to the gratification of the tastes and feelings. That these stand in something like their true order of subordination it needs no long consideration to show." . . . "We do not mean to say that these divisions are definitely separable. We do not deny that they are intricately entangled with each other in such way that there can be no training for any that is not in some measure a training for all. Nor do we question that of each division there are portions more important than certain portions of the preceding divisions : that for instance, a man of much skill in business, but little other faculty, may fall further below the standard of complete living than one of but moderate power of acquiring money, but great judgment as a parent. . . . . Of course, the ideal of education is complete preparation in all these divisions. But failing this ideal, as in our phase of civilization every one must do more or less, the aim should be to maintain *a due proportion* between the degrees of preparation in each. Not exhaustive preparation in any one, supremely important though it may be ; not even an exclusive attention to the two, three or four divisions of greatest importance ; but an attention to all, greatest where the value is greatest, less where the value is less, least where the value is least."

We cannot further follow with so much of detail the course of Mr. Spencer's analyses and solution of his question : he takes in succession each of the five divisions above, and under each branch draws the conclusion that Science is the 'Knowledge of most Worth' ;—With his conclusion all must agree as they read along and are led step by step by his lucid statements and clear reasonings and well-chosen illustrations. His special applications of his views may be sometimes disputed, but even the errors of a wise man are instructive. There is not, however, in the essay and definition of Science ; and the reader may be at a loss to apply the conclusion in accordance with the meaning of the writer, because of his lack. He seems to mean by science facts organized into system by true generalizations.* Thus he justly gives to history as it stands at present a low value as a branch of education, because it is a mass of unorganized and unorganizable facts. De Quincy (in his *Letters to a Young Man whose Education has been Neglected)* says that 'all knowledge may be conveniently divided into science and erudition ;' and under such a division History must fall in the latter division, and thus in the knowledges that are of subordinate value. If we understand Science to mean, as we have said above, facts organized into system by true generalizations, it will readily be admitted that in each of the first four divisions of Mr. Spencer's classification such facts and generalization are the most important, and least liable to be depreciated as knowledges by advances in learning and investigation. This is less evident respecting the fifth division, but is manifestly true there to whatever extent science can be applied or used.—*Illinois Teacher.*

III. THE EDUCATION OF TEACHERS.

The Prussian maxim, "as is the teacher so is the school," does not express the whole truth. But while we protest against the teachers bearing the whole responsibility of the success or failure of his school, it is still true, that without a good teacher, a good school is impossible. This everybody understands, and the universal expression is, "give us better teachers." This demand is no less reasonable than universal. You will not understand from this, that our teachers, as a class, are wholly incompetent and unworthy. On the other hand, I can point you to hundreds of competent, faithful and successful instructors, with whom no fault can be justly found. And none are more ready to detect their own deficiencies than our best teachers ; none more earnestly demand better facilities for educating their successors. Nor does it imply a want of competency in existing institutions, when we acknowledge the reasonableness of this demand. They devote themselves to a more miscellaneous work and accomplish their purposes with more or less success. Even in training teachers, along with their more general instruction, many of them have done excellent service, and will doubtless continue to do it, according to their ability.

But no arangements which have yet been made by these academic institutions, have fully supplied the acknowledged want. The popular voice still calls, as it has called in years past, for some thorough and efficient system of Normal Schools.—*Annual Report of Maine.*

* Sir William Hamilton's definition, as we find it Worcester's Dictionary is worthy of citation : he defined science as a 'complement of cognitions, having in point of form the character of logical perfection, and in point of matter the character of real truth.'

IV. THE POWER OF COMMUNICATING THOUGHT.

There is no do doubt but the cultivation of the power of communicating thoughts to others is sadly neglected in all systems of instruction. They are adapted to store and strengthen the mind with truth more than they are to develop the faculty of expression. Men generally, perhaps, lack the power of communicating knowledge more than they lack knowledge itself. There should be a systematic course, extending through all grades of instruction, to unfold and improve this faculty. This might be done without adding any additional topic to the course of study. It might be introduced in the lower grade in connection with object lessons. After the 'object' has been examined carefully, let the teacher call upon John to rise and tell all he knows about it. By so doing the young tyro is learning to declaim, extemporize, and communicate his knowledge. Or, it may be done in connection with reading, by calling on the pupil to give the substance of the lesson or paragraph just read, in his own language, the teacher correcting errors and assisting him in the right use of the English language.

The teacher, in every branch of study, should make it a *point* to secure accuracy and propriety in language from the scholar : not by forcing him into the rote system of memorizing the language of the text-book which so completely sacrifices the spirit to the letter, but by constantly training him into the habit of clothing his thoughts in proper language, so that it becomes unnatural for him to do otherwise.—*Illinois Teacher.*

V. PLEASANTRY USED FOR REPROOF.

Every teacher should diffuse about him the light of a pleasant countenance. A few months since, an individual visited a school on a general exercise day. When he entered the boys were reading compositions. One of them gave a very amusing account of a poor little pig, which he and some of his companions had been teasing and had afterwards tried to kill,—the wicked fellows. They tied the little creature to a tree, then placed a small cannon about eight feet from it and fired. The pig broke away and escaped much to the surprise of every one.

At the close of the reading, the teacher, who had previously examined the compositions and noted the misspelled words, said, "scholars, do you want to know why master Harry didn't kill the pig ?" "Yes, sir." "Well, then, I will tell you. He had a very poor *canon ;* and that wasn't all. He had poor *amunishun* too."—There was a titter throughout the school room, but in a moment all was still again, and happier for the merriment ; and master Harry will probably remember hereafter how to spell *cannon* and *amunition.*—*Mass. Teacher.*

VI. Papers on Educational Institutions, &c.

1. THE ENGLISH COLLEGE OF PRECEPTORS.

This Institution was founded in 1846, by a number of the Principals of schools, who felt that the position of the private teacher was endangered by the rapid improvements which were being made in the training and education of the masters of schools of a lower grade, supported, in part at least, by the State. So well-timed was the movement, and so energetically was it sustained, that in about six months no less than 600 persons engaged in education had enrolled themselves as members of the college, which received the support and sanction of many of the most distinguished friends of education. Examinations of a professional kind were at once instituted, and considerable numbers of young men engaged in teaching were examined every half-year, receiving certificates of proficiency in various branches of knowledge. At the same time, strenuous exertions were being made to obtain a royal charter of incorporation ; and this important object was at length achieved in March, 1849.

A few years after this, the Council resolved to extend the operations of the college, by adopting a scheme for the half-yearly examination of the pupils of such members of the college as might choose to avail themselves of this means of bringing their educational labours to an independent test. The plan was extensively adopted; and ever since, these examinations have been regularly held some time before Midsummer and Christmas in each year. It is generally admitted that the College of Preceptors thus paved the way for the local examinations commenced some years subsequently by the Universities of Oxford and Cambridge. The value of the labours of the college in this connexion has lately been emphatically recognised by the Royal College of Surgeons of England, which has entrusted to the Board of Examiners of the College of Preceptors the conducting of the examination in general knowledge, which that body has recently instituted. It may be added, that the College of Surgeons and the Pharmaceutical Society accept the certificates of the College of Preceptors as equivalent to their own literary examinations.

Of the other means employed by the college to promote the interests of education and of educators, we can here only mention—first, its Agency Department, established for the purpose of providing a medium of communication between Principals of schools and assistants of good character and attainments; and, secondly, its Monthly Meeting for the reading and discussion of papers on educational subjects, and for the friendly intercourse of the member.

The recent progress of the institution must be most gratifying to all who feel the importance of its objects. It is not to be denied that for several years the management of the college did not give satisfaction to the profession. Fortunately, however, the causes of this want of confidence have been removed; and, within the last two or three years, many of the most eminent members of the profession have joined the college.

The constitution of the college is of the most liberal kind; it is quite unsectarian, and all persons, ladies as well gentlemen, engaged in education, are eligible as members.—*Museum.*

2. THE UNITED ASSOCIATION OF SCHOOLMASTERS OF GREAT BRITAIN.

This association was formed in London on the 31st of December, 1853, at a meeting of masters of public and private schools, officers in training colleges, and deputations from local associations of teachers. Its general objects are,—to promote among its members the study of education as a science, whose principles must be investigated with a philosophical spirit in connexion with the laws of mind, and tested by careful observation and experiment; to promote the examination of modes of organization and discipline, and methods and objects of instruction in relation to these principles and to the requirements of particular circumstances; to shew the public how they may best co-operate with the teacher in the education of the rising generation; and to afford its members the means of expressing their collective opinions on matters affecting their professional interests.

The committee of management are empowered to enrol as members "any persons actually engaged in education;" as honorary members, "gentlemen who, though they may not follow education as a profession, have distinguished themselves by contributing to its advancement;" as corresponding members, "distinguished teachers and promoters of education in the British colonies and foreign countries;" as corporate members, "local associations of teachers."

The principal means by which the association endeavours to attain its objects, are the lectures and discussions at its annual and other general meetings. The annual meeting is held in London, at Christmas, and extends over two days.

The managing committee consists of the officers and thirty-six other members residing in or near London. The officers of associations in union are *ex officio* members of this committee. The present President is Thomas Tate, Esq., well known for his educational works. There are now 130 ordinary members, 34 honorary members, 16 corresponding members, and 3 corporate members, viz., the Elementary Teachers' Association (43 members), the Suffolk and Essex Association of Elementary Teachers (27 members), and the Western Union of Teachers (120 members.)

From the date of the organization of the Association to the present time, eighty-five lectures have been delivered before the members at the annual and other general meetings, of which sixty-two have been on methods and objects of instruction.—*Ibid.*

3. THE EDUCATIONAL INSTITUTE OF SCOTLAND.

This association, comprehending teachers of various Christian denominations, was instituted in 1847, and incorporated by royal charter in 1851. Its objects are to promote sound learning, to advance the interests of education in Scotland, and to raise the standard of the professional attainments of teachers by the examination, under a board of examiners, of persons desiring to engage in the education of youth. The institute includes upwards of sixty local associations, many of which hold monthly meetings for the discussion of educational questions. Its members are divided into three grades,—Fellows, Senior Associates, and Junior Associates. The institute at present numbers about 1000 members.—*Ibid.*

4. THE SCHOOLMASTERS' SOCIAL SCIENCE ASSOCIATION.

The good work of diffusing sound knowledge of the elements of human wellbeing, by introducing the subject into schools, was begun many years ago by Mr. William Ellis, who, as a volunteer teacher, first conducted a class of young people for this purpose in London, and has for fifteen years taught Economic Science to normal classes of schoolmasters. Out of this class arose, two years ago, the Schoolmasters' Social Science Association, which was founded by teachers who wished to carry out for themselves a course of study which promised to make them more efficient trainers of the young. Nearly 300 teachers of metropolitan schools have enrolled themselves as members of the association. The Council of University College kindly grant the use of the college for the weekly meetings, which are largely and regularly attended. The object of the association is the study of the laws of human wellbeing, in so far as they affect the teaching and training of the young. A course of lectures on physiology, by Mr. Marshall, F.R.S., is just drawing to a close. It is likely to be followed by courses on zoology, chemistry, geology, and practice with the microscope, by Professors in University College.—*Ibid.*

5. GENERAL ASSOCIATED BODY OF CHURCH SCHOOLMASTERS IN ENGLAND AND WALES.

This is a general society embracing the whole country. Its objects are threefold,—"The bringing together in closer bonds of sympathy and co-operation, the whole body of Church teachers in England and Wales; the improvement of the theory and practice of teaching; and the advancement of elementary education." The country is divided into districts, each having a staff of honorary officers, elected yearly at a meeting in the district; and as general managers there are a president, treasurer, and secretary, chosen by all the members. By intercommunication, the opinions of all the members can be collected in a very short time on any educational topic. Several deputations of the association have at different times been recieved by the Vice-President of the Committee of Council on Education; and they have thus brought under his notice several important matters relative to the teacher, &c.

This association numbers now nearly 700 members from every part of England and Wales.—*Ibid.*

6. THE NATIONAL SCHOOL SOCIETY.

This society has now 11,539 schools in union with it, and, notwithstanding the loss of above £4000 by official defalcations, the income of the society is nearly equal to what it was when it had the assistance of Queen's Letters. The three training colleges of St. Mark's, Battersea, and Whitelands, connected with the society, are regarded as sufficient for preparing masters; but there appears to be a deficiency of similar provisions for mistresses, whose services seem to be in greater demand than those of male teachers.—*Ibid.*

7. THE BRITISH AND FOREIGN SCHOOL SOCIETY.

The most important operation of this society during the past year has been the building of a new training college for schoolmistresses. The first stone of this college was laid by Earl Granville, on the 5th of August, 1860, at Stockwell, and the building is now nearly completed. The condition of the schools generally, connected with the society, is reported as highly satisfactory. The efficiency of the instruction in the normal college is shown by the remarkable fact of every candidate having succeeded in passing the examination for certificates of merit!—*Ibid.*

8. THE HOME AND COLONIAL SCHOOL SOCIETY.

This society has made considerable progress during the past year. The number of students has been so large, that an enlargement of the building for their domestic accommodation became necessary. The practising schools have been re-organised, and among the teachers received for training there have been many married women sent from the War Department, in order to learn how to carry on schools for the infant children of our schools. The number of teachers now in training is 203.—*Ibid.*

9. THE PUBLIC SCHOOLS OF OSWEGO, N. Y.—A NEW SYSTEM.

The schools are divided into Primary, Junior, Senior, and High, with twelve Primaries, four Juniors, two Seniors, and one High School. The number of pupils registered as attending all of them during the year is about 4,000. The entire amount of money expended by the Board of Education for teachers' wages, salary of Superintendent, repairs of school-houses, library, apparatus, and all other expenses, is about $29,000 a year, making the average cost of the education of each pupil registered $7.25.

The Primary Schools are divided into three classes, called A, B, and C. On entering school the children are placed in the C class: at the end of the first year these are examined and promoted to the B class, where they remain another year, when they are again examined, and promoted to the A class. At the close of the third year another examination takes place, when those who are qualified are promoted from the A class to the Junior School.

These Primary Schools are attracting much attention from educators in different parts of our country, on account of the new system of instruction which is carried out in them. It is a systematic course of graduated 'Object Lessons', on a plan similar to that of the 'Home and Colonial Training Schools' of London.*

In addition to teaching the children to read, which is well done, they are taught *form*, the elementary steps of geometry, by comparing, matching, drawing, and learning the names of pieces of wood cut in shapes of squares, rhombs, triangles, circles, cylinders, cubes, etc. They learn *size* by measuring (with a rule or tape) lines drawn on the black-board, or sticks, strings, length and width of the room.—They are first required to measure all objects with the eye, then to apply the rule to test the accuracy of the eye-measurement. Each school is provided with a pair of scales and weights. The pupils are required to lift and guess at the weight of books, small bags of pebbels, of beans, or of shot, cubes of lead and iron, and then to weigh them. The accuracy with which those thus trained will judge at the weight of objects is astonishing.

The children are taught the first ideas of number, in classes of twenty or thirty, by each handling and counting beans and pebbles; adding, subtracting, multiplying and dividing with them. These objects are arranged on a shelf across one side of the room.

Color is taught by means of worsteds, colored cards and other objects, by matching those that are alike, and learning their names.—They also show how other colors may be produced by mixing the three primary ones—red, yellow, and blue.

They are taught to point out, name, and tell the use of, the principal part of the human body, as a step preparatory to the knowledge of physiology. They are taught the first ideas of geography, by learning to describe the location of objects in and about the school-room; proceeding gradually to the streets and principal buildings of the city, and thence to the towns of the country.

Animals, birds, fish, reptiles, and insects, or colored pictures of them, are shown; and the children are led to observe their differences while the teacher gradually adds descriptions of their habits, thus enkindling a love for the study of nature. A knowledge of plants and flowers is taught in the same manner,

It is important that the principles of this elementry training in these different departments of knowledge be understood. These several lessons are introduced for the purpose of teaching the children to *see*, *observe*, and *think*, for mental development. The idea of imparting instruction on these several subjects is a secondary consideration: hence very little importance is placed on the ability of the children to memorize words, repeat tables, etc., but a great deal on training them to *observe* and *describe*, thus calling out and developing their own powers in a natural way. The plan of instruction is to show the object, and require the children to tell every thing that they can learn about it by seeing and feeling it; then to gradually lead them by questions and descriptions to a more complete knowledge of the object than can be learned by merely seeing and handling it. By this process the powers of the child's mind are developed so that the acquisition of knowledge becomes a habit which affords it pleasure.

One need not long observe the effect of this kind of training upon the children to decide upon its superiority over the common practice of filling the memory with words without a knowledge of things. It begins just where Nature begins to teach the child, with things, going from them to words as the symbols of things; whereas our common modes of teaching reverse Nature's plan, and attempt to teach a knowledge of things chiefly through the medium of words. All may readily determine the relative merit of the two systems by recalling how much more complete their own knowledge is of those objects which they have seen than it is of what they have only read about.

Some idea of the appreciation of these primary schools by the parents of the children attending them may be formed from the fact that many have requested that their children might remain in the primary schools another year, that they might receive a more thorough course of object-training. To meet this demand, the same system of training is to be extended into the junior schools. In order to obtain teachers qualified for carying out the plan thoroughly, a training teacher has been engaged from the 'Home and Colonial Training School' to come here and take charge of a model training-school to be opened this spring. This is an important step in the right direction, and indicates the noble enterprise of the Board of Education of this city. The existence of only *two* small private schools in this city of 19,000 inhabitants, and the fact that not *ten* pupils have been sent out of Oswego during the past year to be educated, except those who went to college or some similar institution, are significant facts which commend the condition of the public schools here in stronger terms than mere words could do. The sentiment that 'the public schools are good enough for the richest, and cheap ehough for the poorest' seems to be the prevailing one. During the recent examinations the practical exhibition of this spirit has often been witnessed when the son or daughter of the retired business man has stood side by side with the child of the day-laborer, showing that both had received the same instruction and made equal progress.

For the present condition of the public schools here the citizens are chiefly indebted to the indefatigable labors of their efficient Secretary, E. A. Sheldon, Esq., whose practical plans have been nobly endorsed by an intelligent Board of Education. The schools of this city are in advance of those of any other city in the Union in the practical character and philosophical principles of their system of primary training; but we hope the time is not far distant when the schools throughout our country may thus conform more nearly to the genius of our institutions.—*Illinois Teacher.*

* Obtained with several other articles at the Depository connected with the Educational Department for Upper Canada, Toronto.

VII. Papers on Physical Geography.

1. LABRADOR—PROFESSOR HIND'S EXPLORATION.

The steamer Napoleon III. arrived on the morning of the 6th from Mingan, on the coast of Labrador, bringing among her passengers the Bishop of Quebec and his chaplain; Walter de Winton, Esq.; Captain F. de Winton, A.D.C.; and Professor Hind and his party, consisting of Messrs. Gaudet, Caley, and W. Hind. Professor Hind has been exploring a part of the great Labrador peninsula. His party, consisting of twelve in all, ascended the Moisic river early in the month of June, in three canoes. They found the river very rapid for a distance of forty miles or thereabouts, and then impassable for canoes.

Leaving the Moisic, they followed the old path of the Montagnais Indians, through a chain of lakes, until they struck the east branch of the same river. A young Nascapee Indian acted as guide through this hitherto unknown country. The explorers met with considerable difficulties in pushing their way through the mountainous country before they reached the approaches to the high table-land of Eastern Canada and Labrador. One portage alone involved the ascent of eight hundred feet, partly over precipitous rocks. The roads through the portages for the passage of the canoes had to be cut out with the axe, through the stunted forests which cover the sterile valleys. The aggregate length of the portages over which provisions, camp equipage, and canoes had to be carried on men's shoulders, exceeded twenty miles, and the altitude above the sea reached by the explorers was about two thousand feet. At this elevation, the great table-land of Labrador extends itself far and wide, with a gradual slope to the north-east; and the rivers which rise east of the head waters of the Moisic, flow into the Atlantic,—the largest being known by the name of the Ash-na-nipi, which empties its waters into Hamilton Inlet, or the Esquimaux Bay of the Atlantic, up which the proposed telegraph line from Europe is to enter, if that scheme should ever be carried out.

The scenery on the Moisic is described as very magnificent, being distinguished by bold mountain ranges, through which the river flows with the rapidity of a torrent. It is almost needless to say, that the country is wholly unfit for the habitation of civilized man; and though once sustaining a comparatively numerous population of Montagnais and Nascapee Indians, yet from the increasing scarcity of animal life, such as the cariboo, bear, rabbit, and porcupine, it is now almost a desert.

The table-land of the Labrador peninsula is full of large lakes and detached ranges of mountains. The ice broke up in these lakes in the middle of June of the present year; and some idea may be formed of the present barrenness of this inhospitable region, from the fact that the only rivers on which the Montagnais and Nascapees, who live on the Ash-na-nipi, can obtain their birch-bark for canoes, are the lower part of the Moisic and the Esquimaux river, flowing into Hamilton Inlet, on the Atlantic coast.

The portage paths of the Montagnais were found to be well worn to the height of land; and near this elevated region the occurrence of fires over vast areas of country, burning the thick moss which clothes the valleys and mountains' sides, disclosed some geological features of singular interest. Near the height of land the country is covered with boulders, and these travelled rocks are perched on the mountain summits and on the edges of precipices in vast numbers. The upper country is characterized by its picturesque rocks, its infinity of boulders, and beautiful mosses; and it may briefly be described as a region of rocks, lakes, torrents, and mosses. The explorers suffered greatly from mosquitoes, black flies, and brulôts. The insect pests drive not only the cariboo to the highest summits of the mountains, but the Indians as well, either to the coast or to the islands in the lakes.

We understand that it is Professor Hind's intention to publish an illustrated narrative of this exploration, and the numerous facts of interest which he has been able to collect from the Indians and from other sources. Our acquaintance with the geography of the Labrador peninsula is very imperfect; exploration will help to unveil a large part of this hitherto unknown region, and make us familiar with a country which, though partly belonging to Canada, has never hitherto been explored with a view to its geography and natural features.—*Leader.*

2. BOTANICAL EXCURSION—18TH JUNE, 1861.*

The members of the Botanical Society of Canada visited the woods along the road between Kingston and Bath. The day being fine, many interesting specimens were collected. Ferns were numerous—among others, Osmunda cinnamomea, Ominterrupta, Polypodium Dryopteris, Onoclea sensibilis, Polystichum acrostichoides, &c.—The swamps were gay with flowers: Calla palustris, Arisæma triphyllum (the Indian Turnip), Orchis spectabilis, Carallorhiza innata (the Coral-root), and numerous other terrestrial orchids, Cypripedium pubescens, also, but the last not in flower. Carices were plentiful. Near the Fairfield Farm several acres of dried up swamp were covered with a carpet of Marchantia polymorpha, abundantly furnished with stalked, spore-bearing, rayed, disks, as well as with the little shields in which the flask-shaped antheridia are contained; they were in a good state for showing under the microscope the remarkable movements, &c., of the phytozona. Many other Cryptogamic plants were obtained, especially among mosses; interesting fertile specimens of numerous species of Mnium, Bryum, Hypum, Funaria, Sphagnum, &c. Algæ were in good condition, including species of Spirulina, Confervæ and Nostoc Mougeotia genuflexa, Vaucheria sessilis, the elegant Pandorina Morum, Chaetophora elegans, Tetraspora gelatinosa, and numerous Desmideæ and Diatomaceæ. The party returned laden with spoils, a full account of which will be given in the Society's Annals. Not the least beautiful plant collected on the occasion was the Linnæa borealis, which was abundantly covered with blossoms on the edge of a wood,—That "little northern plant, long overlooked object, flowering early,"—which Linnæus selected on the Swedish Mountains to commemorate his own name in the annals of Science.—*British American Journal.*

3. GOD'S PLAN IN GEOGRAHHY.

The physical geographer now claims that the particular arrangement of seas, continents, mountains, and rivers, which the earth has received, is the very best that could be given for the purpose to which the earth is destined. As the divine wisdom is manifested in the order and adaptation of the parts of the human body, of animals, and of plants, so there is an object in the particular shape the continents have been made to assume. Everything works in harmony with a divine plan, which we claim to be beginning to comprehend.

Change the position of Asia and Europe, and you would have ruin and death. Ireland, now always green, would have the climate of Labrador. Compare the British Isles, Norway, and Sweden, with the corresponding latitudes upon our own coasts, and we see the dreadful consequences. Take away the Andes, which arrest the rain-clouds, and South America—that most wonderfully watered continent—would be a desert. Elevate our southern coast, so as to change the direction of the Mississippi, and what mischief would ensue!

There is literally a face to nature, as there is a face to man. As we have our circulation of blood, so there is the circulation of the earth's great heart of fire, the circulation of the waters, and the ventilation of the air. We have yet to consider these varied shades of nature in their relations to each other, and to man the animal life. But we are not to stop here. The physical geographer claims that the influences bearing upon the intellect of man may be explained by the peculiar arrangement of the earth's surface. We know that civilization has marched from east to west, from Asia to Europe, and even across the Atlantic to the New World, growing and expanding in its course. We can see what has been developed in Asia and Europe, and may predict something for America.—*Professor Doremus.*

4. GREATEST NAVIGABLE STREAM OF THE OLD WORLD.

Admiral Hope, of the British navy, has succeeded in ascending the great river of China, Yang-tse, to a distance of 570 nautical miles from its mouth, without any accident, and it was stated that it was navigable for 157 miles further up, making in all 727 nautical, or about 842 statute miles from the sea. The Yang-tse, therefore, although it be in point of navigation neither the Mississippi nor the St. Lawrence, far excels the Ganges, the Rhine and the Danube, is indeed the finest navigable river of the old world. The expedition saw the Yang-tse in the months of February and March, when it was at the lowest, but with the rain it rises from twenty to twenty-five feet higher. In dry seasons, the current, when most rapid, was at the rate of three and a half knots an hour, but the average only two knots. This current, would, of course, be greatly increased in rate when the river was swollen, but it seems at no time to be so rapid as to be an impediment to native navigation, and of course is none at all to steam.

VIII. Papers on Natural History.

1. HABITAT OF THE GORILLA.

The accounts hitherto prevalent in Europe of the gorilla's ordinary ways of life in the gloomy depths of the African jungle, have been such as to make out the animal a perfect demon, a monster who, armed with a tremendous bludgeon, haunted the skirts of his grim domain, and beat to a jelly women and children who came that way; or else ensconced in the lower boughs of a great tree, he waited till the doomed traveller came beneath, and then, lowering a hind leg, twitched his great toes round his neck, and hoisting him high up choked him outright, and then, with a hideous laugh, threw the carcase down. His four-footed neighbours, said the credulous narrators, were not a moment safe from his fiendish malice; and that when the peaceful elephant was quietly nibbling at the green buds, the gorilla, clutching his bludgeon, would steal along the branches and fetch the trunk of the unsuspecting feeder such a tremendous blow, as to send it off howling with fright and pain. At last, however, the maligned beast has a chance of having his case fairly set before the world. M. Du Chaillu is his champion. "I am sorry," he says, "to be the dispeller of such agreeable delusions; but the gorilla does *not* lurk in the trees by the roadside, and drag up unsuspicious passers-by in its claws, and choke them to death in his vice-like paws; it does not attack the elephant and beat him to death with sticks; it does not carry off women from the native villages; it does not even build itself a house of leaves and twigs, in the forest trees, and sit ou the roof, as has been confidently reported of it. It is not gregarious even; and the numerous stories of its attacking in great numbers have not a grain of truth in them.—*Wild Sports of the World for July.*

2. DU CHAILLU'S WORK ON THE GORILLA COUNTRY.

The London correspondent of the *Aberdeen Herald*, in his "Metropolitan Notes," says,—"The book of M. Du Chaillu, on Equatorial Africa and the Gorilla Country, I hear, sold in the first week very nearly to the number of five thousand. With the exception of Livingstone's Africa and Macaulay's England, this is, I believe, for a work published at a guinea, unprecedented. The mammoth librarian, Mr. Mudie commenced on Saturday with five hundred copies; the following Monday he sent for two hundred and fifty more; two days after, for another five hundred; and again, in another two days, for a further supply of two hundred and fifty,—making a total of fifteen hundred. This, only a few years back, would have been a large edition, and evinces the great interest taken by the public in the subject."

3. NATURAL HISTORY FACTS FOR THE CURIOUS.

The greyhound runs by eyesight only, and this we observe as a fact. The carrier-pigeon flies his two hundred miles homeward by eyesight, viz., from point to point of objects which he has marked; but this is only conjecture. The fierce dragon-fly, with twelve

* We have to thank the Secretary, Prof. Lawson, for the Second Part of the Annals of the Botanical Society of Canada. It contains a valuable paper by Prof. Lawson himself (part of which we will give in our next number) and a letter from Sir Wm. Hooker, Director of Kew Gardens, suggesting the collection of materials for a Canadian Flora.—*Ed. J. of Ed.*

thousand lenses in its eye, darts from angle to angle with the rapidity of a flashing sword, and as rapidly darts back, not turning in the air, but, with a dash, reversing the action of his four wings, and instantaneously calculating the distance of the objects, or he would dash himself to pieces. But in what conformation of his does this consist? No one can answer.

A cloud of ten thousand gnats dance up and down in the sun—the minutest interval between them—yet no one knocks another headlong upon the grass, or breaks a leg or a wing, long and delicate as they are. Suddenly—amid your admiration of this matchless dance—a peculiarly high shouldered, vicious gnat, with long, penant nose, darts out of the rising and falling cloud, and setting on your cheek, inserts a poisonous sting. What possessed the little wretch to do this? Did he smell the blood in the mazy dance? No one knows.

A four-horse coach comes suddenly upon a flock of geese on a narrow road, and drives straight through the middle of them. A goose was never yet fairly run over, nor a duck. They are under the very wheels and hoofs, and yet, somehow, they contrive to flap and waddle off. Habitually stupid, heavy, and indolent, they are, nevertheless, equal to any emergency. Why does the lonely woodpecker, whon he descends his tree and goes to drink, stop several times on his way—listen and look around before he takes his draught? No one knows.

4. COMMERCIAL VALUE OF INSECTS.

Who thinks of it? And yet, in the economy of nature, of what immense importance they are in all seasons, every naturalist knows; while in commerce, the amount derived from them is astounding. We have no figures to produce in regard to our own trade, for our statistics do not reach that high state of perfection which will admit of it; but Great Britain pays annually $1,000,000 for the dried carcases of that tiny insect known as the cochineal; while another, also peculiar to India—gum shellac, or rather its production—is scarcely less valuable. More than 1,500,000 human beings derive their sole support from the culture and manufacture of the fibres spun by the silk-worm, of which the annual circulating medium is said to be $200,000,000. In England alone, we say nothing of the other parts of Europe, $500,000 are spent every year for the purchase of foreign honey, while the value of that which is native is not mentioned. And all this is the work of the bee. But this makes no mention of the 10,000 pounds of wax imported every year. Besides all this, there are the gall-nuts, used for dyeing and making ink; the cantharides, or Spanish fly, used in medicine. In fact, every insect is contributing, directly or indirectly, in swelling the amount of our commercial profits. Even those which, in some cases, prove a plague and become destructive, have their place in the economy of nature, and prevent worse.

5. OBSTINACY OF THE SEA-HORSE.

The walrus is an obstinate animal, and does not fly on the approach of man; on the contrary, forming themselves into a body, they go and meet him, and resist any attempt on his part to proceed. When a company of travellers meet those animals on the shore, they are forced to fight their way through them; and if the walrusses are pelted with stones, they gnaw them with their teeth, but afterwards attack the men with redoubled fury, rending the air with the most tremendous growling. These animals seem to be fully aware of the effect of the united resistance and attack, and also the utility of keeping in masses and ranks, for, should any of them attempt to retreat, those in the rear fall upon him and compel him to keep in the ranks, or kill him. Sometimes it happens that when one walrus attempts to stop another who is retreating, they all begin to suspect each other of being inclined to fly, and in that case the contest becomes universal. When two are fighting one, the others come to the aid of the weaker side. While they are thus fighting on the land, others in the water raise their heads and look on for a time, till they become enraged, swim to shore and join in the combat.

6. THE FISHERIES OF GASPÉ AND THE BAY OF CHALEUR.

A memorial lately addressed to the Canadian Minister of Finance, by the two great fishery establishments of Messrs. Charles Robins and Co., and Le Boutillier, Brothers, of Gaspé, Bay Chaleur, contains some interesting statistics. It is stated that Messrs. Robins and Co. employ 3,500 men in their fishery operations. That in 1859 they exported to foreign markets 9,000 quintals of dry cod-fish, 20,916 gallons (83 tuns) of fish-oil, and 22 barrels of salmon. These gentlemen build all their own ships, at Paspebiac, where sixty sail have been launched solely for the fish trade, and they have at present (1860) seventeen of these afloat, manned by 140 men, besides 164 large fishing-boats. Messrs. Le Boutillier, Bros., have twelve ships of their own in the fish trade, manned by ninety men, and also 169 boats. They employ fully 2,500 men in the fisheries alone. In 1859, they exported 23,400 quintals of dry cod-fish, 2,530 barrels of pickled herrings, 40 barrels of salmon, 150 quintals of green cod-fish, and 23,000 gallons of oil. These gentlemen have acquired immense wealth from the fish trade as the fruit of their industry and enterprise.

IX. Papers on Physical Science, &c.

1. WHAT PRECIOUS STONES ARE MADE OF.

And first, as to the diamond, which, though the king and chief of all, may be dismissed in two words—pure carbon. The diamond is the ultimate effort, the idealisation, the spiritual evolution of coal,—the butterfly escaped from its antenatal tomb, the realisation of the coal's highest being. Then the ruby, the flaming red Oriental ruby, side by side with the sapphire and the Oriental topaz—both rubies of different colours—what are they? Crystals of our commonest argillaceous earth, the earth which makes our potter's clay, our pipe clay and common roofing slate—mere bits of alumina. Yet these are among our best gems, the idealisations of common potter's clay. In every hundred grains of blue sapphire, ninety-two are alumina, with one grain of iron to make that glorious blue light within.

The ruby is coloured with chronic acid. The amethyst is only silica or flint. In one hundred grains of amethyst, ninety-eight are simple pure flint—the same substance as that which made the old flints in the tinder box, used before our phosphorus and sulphur-headed matches, and which ground up and prepared, makes now the vehicle of artists' colours. Of this same silica are also cornelians, cat's-eyes, rock-crystals, Egyptian jasper and opal. In one hundred grains of opal ninety are pure silica, and ten water. It is the water, then, which gives the gem that peculiar changeable and irridescent colour which is so beautiful, and which renders the opal the moonlight queen of the kingly diamond. The garnet, the Brazilian—not the Oriental—topaz, the occidental emerald, which is of the same species as the beryl, all these are compounds of silica and alumina. But the beryl and emerald are not composed exclusively of silica and alumina, they contain another earth called glucino, from *glukos*, sweet, because its salts are sweet to the taste. The hyacinth gem is composed of the earth not so long discovered, called zirconia—first discovered in that species of hyacinth stone known as zircon. The zircon is found in Scotland. To every one hundred parts of hyacinth seventy are pure zirconia. A chrysolite is a portion of pure silicate of magnesia. Without carbonate of copper there would be no malachite in Russia or at the Burra-Burra Mines; without carbonate of lime there would be no Carrara marble, the torquoise is nothing but a phosphate of alumina coloured blue by copper; and the lapsis lazuli is only a bit of earth painted throughout with sulphuret of sodium.

2. NATURE'S ALPHABET.

Nature's alphabet is made up of only four letters—wood, water, rock, and soil; yet with those four letters she forms such wondrous compositions, such infinite combinations, as no language of twenty-four letters can describe. Nature never grows old—she has no provincialism. The lark carols the same song in the same key as when Adam turned his delighted ear to catch the strain; the owl still hoots a B flat, yet loves the note, and streams through no other octave; the stormy petrel is as much delighted to sport among the first waves of the Indian Ocean as in the earliest times; birds that lived on flies laid bluish eggs when Isaac went out into the fields at eventide, as they will two thousand years hence, if the world does not break her harness from the orb of day. The sun is as bright as when Lot entered the city of Zoar. The diamond and the onyx, and the topaz of Ethiopia, are still splendid; and the vulture's eye is as fierce as when Job took up his parable. In short, nature's pendulum has never altered its strokes.

3. SKIPPING AND SKIMMING.

Two bad habits increased among the young folks—some of them, at least. "Why, is it bad to skip or to skim?" you ask, perhaps. That depends upon how and what you skip and skim.

I find there is a great deal of skipping and skimming in the way the children read their books in these days, and that is bad. It is a loose, careless, hasty way of reading, which snatches up only the story, and hardly that, leaving out all the instruction, thought,

and purpose of the book, and making pretty much all of it a confused jumble, like type in *pie*.

"We have so *many* books." Yes, some of you have, and it is a pity, for you do not value them as the few I used to have in my childhood. These few were not only read with great attention the first time, but they were read and re-read, put away, brought back, and read again; and the consequence was, that they made an impression. I feel their power to this day. The true way to read is, first to select, or to have selected for you, a book that is *worth reading;* then read it carefully, thoughtfully, attentively. Read it to remember it, and read it accurately.

Let me tell you about a little boy. His auntie gave him some cards with the kings and queens of England pictured on them. Then, as he was inquisitive to know who they all were, she used to tell him the history of the different reigns, and the good and the bad things they did. Her stories interested the little boy, and he listened very attentively. As he was playing with his cards one day, his papa took one up, and asked him whose face that was on the card. The little boy told him, and, moreover, gave a good account of that king's reign. His papa was much surprised, and asked him about another; and so he went on, and gave a correct little story of them all. Papa was very much pleased, and the next day he gave his little son three large volumes of English history. The child could not read yet, he was only three years old; but he was *so attentive*.

When he was eight years old, this same little boy read a book, which, forty years after, he quoted accurately from by memory, when writing a lecture to be delivered before a body of learned men; nor had he ever seen the book since. How carefully he must have read it! How clear it must have been in his mind! No skipping or skimming there, I reckon; no confused jumble.

That little boy became a distinguished teacher—the famous Dr. Arnold, of Rugby school. This is the kind of reading and hearing which makes good memories and stores up useful information.—*Child's Paper.*

4. VENTILATING CHAMBERS.

When it is considered that pure air is essential to the purification of the blood, and that the food we eat never becomes nutriment until it meets with the air in the lungs; and when it is furthermore remembered, that a full third of our entire existence is passed in our sleeping apartments, it must be clear to the commonest understanding that the difference between breathing a pure and impure air while we are asleep, is literally incalculable as to the effects upon our happiness and well-being. How an impure air is caused, and how it may be avoided, are plainly treated of in our new book of "Sleep," including, as it does, the general subjects of sleeping, ventilation, the planning and warming of houses, &c.—*Hall's Journal of Health.*

5. ITALIAN RAILWAYS.

Until the opening of the Turin and Genoa Railway, in December, 1853, no railway communication existed between the Mediterranean and extensive country comprised between the Swiss and Rhætian Alps on the north, and the Appenines on the south. Now the fortunes of war have rendered it probable that several of the Parmesian and Modenese provinces will be secured to Victor Emmanuel, that sovereign has commanded a survey for a railway from Spezia (50 miles southeast of Genoa,) across the Appenines to Parma. This line, although it will be but about 50 miles long, will be one of great importance, both politically and as a work of engineering. Spezia is one of the very best harbours on the Mediterranean, and it is said to be the intention of the King of Sardinia to establish his national dock-yards there on a grand scale. From Spezia the railway would extend up the valley of the Magra, to the thriving town of Pontremoli, and thence over or through the Appenines into the valley of the Taro, and past Borgataro Fornovo to Parma. As the latter city is but about 400 feet above the level of the sea, and as the Alpe di Succiso, the Orsaio, the Penna, and the Regola peaks of the Appenines, flanking the Cisa Pass, rise from 5,800 to 6,800 feet above the sea, it is evident that the easiest practicable ascent and descent on the two slopes must be inclined, on an average, at least 1 in 30 or 1 in 35. At present our railway approaches nearer to Parma than that from Verona to Mantua; and the Alessandria and Genoa line is the only railway between the Po and the Appenines. A great trunk line, however, 300 miles long, is likely to be soon made from Milan through Piacenza, Parma, Modena, and Bologna, to Rimini, and thence along the Adriatic coast to Ancona. From Bologna, a line is contemplated over the Porretta Pass to Pistola, whence are the Tuscan lines already completed to Florence, Pisa, and Leghorn. With the completion of a link of 35 miles from Modena to Mantua, the whole system of railways in the north of Italy would be placed in communication, at Verona, with the Tyrolese Railway, a great northern trunk line, to be constructed by the Lombardo-Venetian and South Austrian Company, from Verona, through Innspruck, to the Bavarian frontier. To the Lombardo-Venetian system, and to the extensive lines which is proposed on the north and south of it, the Spezia and Parma line will be the only direct outlet to the Mediterranean; and thus, with such a system of railways behind it, Spezia might attain a commercial importance greater than that of Trieste or Genoa. A wealthy company has proposed also to construct a great line of railway along the Mediterranean coast, from Toulon, through Nice, Voltri, Genoa, and Spezia, to Pisa. This line, which would be nearly 350 miles long, would be among the most costly in Europe, as the forty odd miles along the same frowning coast, from Marseilles to Toulon, are said to have been. The importance of this line of railway, in connection with that from Spezia to Parma, would be hardly, if at all, less than of a line across the Alps, nor, to tell the truth, would it involve much less difficulties of construction.—*Hunt's Merchants' Magazine.*

X. Biographical Sketches.

No. 17.—THOMAS G. RIDOUT, ESQ.

We exceedingly regret to have to announce the death of Thomas Gibbs Ridout, Esq., late cashier of the Bank of Upper Canada. Mr. Ridout's family is one of the oldest in Canada. His father, Thomas Ridout, came to this country in the year 1780, shortly after the American revolution. The incidents connected with his life—how he was taken prisoner by the Indians when passing down the Ohio river; how he escaped to Detroit, and finally to Canada, are full of interest, and we may return to the subject at a future time. Having arrived safely in Lower Canada, he became connected with one of the Government Departments. On the 10th October, 1792, Thomas G. Ridout, the subject of this obituary, was born near Sorel; so that had he survived till October next he would have been 69 years of age. In 1796, when the seat of the Upper Canada Government—with which Mr. Ridout would seem at that time to have been connected—was removed to Niagara, the family went with it. Subsequently Mr. Thomas Ridout was appointed Registrar of York, and more lately Surveyor General of Upper Canada. When the Government was removed to Toronto, some years afterwards, the family came with it. Muddy Little York was then but an Indian Settlement, consisting of a few wigwams, and the young Ridouts playmates on the spot on which Toronto now stands were the children of the Red men of that day. Mr. Thomas G. Ridout's first business connections were with the Commissariat, in which he acted as Deputy Assistant Commissary General. He was then 19 years of age. Having resigned this position, he was appointed Cashier of the Bank of Upper Canada, which was then "located" in a small building now used as a shoemakers shop, and which stands on the corner of King and Frederick streets, opposite the Canada Company's Office. In 1825, the Bank was removed to the building on the corner of Duke and George streets, where it remained until lately—all which time, except during the last few months, Mr. Ridout acted as Cashier. He leaves hehind him a widow and twelve children, ten of whom reside in this country, and two are officers in the army—one in the 100th, now stationed at Gibraltar, and the other in the 80th, stationed in India. By marriage the family is connected with the Baldwins, the Sullivans, and the Boultons in Canada, and the Bramleys in the mother country. In private life Mr. Ridout was much esteemed. Upright in character, and exemplary in his dealings, he made for himself a large circle of friends, who deeply lament his death. It is rather a singular coincidence that the Bank and Mr. Ridout may be said to have passed away from the old building together. Mr. Ridout died on the day that the bank was opened in the new house.—*Leader.*

No. 18.—ELIZABETH BARRETT BROWNING.

A late arrival from England brings us intelligence of the death of Mrs. Browning, an event which occurred on the 29th of June, at Florence. She was born in London in 1809, and was educated with great care in a masculine range of studies, and with a masculine strictness of intellectual discipline. Beginning to write at a very early age, in 1826, there appeared from her pen a volume entitled "An Essay on Mind, with other Poems." In 1833 she again appeared before the public, in a volume entitled "Prometheus Bound, and other Poems." About the time of the publication of this volume, Mrs. Browning's health became impaired by the rupture of a blood vessel, and her state was rendered even more critical by the subsequent sad death of a much loved brother. In the retirement of her sick chamber, she sought refreshment in the gravest studies, and from her pen there appeared in the London *Athenæum*,

a series of articles on the Greek Christian Poets. In 1844, the first collected edition of her works was published, and this was soon followed by her introduction to Mr. Browning, whose wife she became in 1846, being then restored to a good degree of health. Since their marriage, Mr. and Mrs. Browning have resided for the most part in Florence, where, in 1849, a son was born to them. "Casa Guidi Windows" was published in 1849. "Aurora Leigh," her most important work, was published in 1856.

XI. Miscellaneous.

1. THE AUTUMN CALM.

Calm is the morn, without a sound,
Calm as to suit a calmer grief,
And only through the faded leaf
The chestnut pattering on the ground.

Calm and deep peace on the high world,
And on those dews that drench the furze,
And all the silvery gossamers,
That twinkle into green and gold:

That sweeps, with all its autumn bowers,
Calm and still light on the great plain,
And crowded farms and lessening owers,
To mingle with the bounding main;

Calm and deep peace in this wide air,
These leaves that redden to the fall;
And in my heart, if calm at all,
If any calm, a calm despair.

Calm on the seas, and silver sleeps,
And waves that sway themselves in rest,
And dead calm in that noble breast
Which heaves but with the heaving deep.

2. ANECDOTE OF QUEEN VICTORIA.

The following admirable trait in the character of the Queen may not be generally known:—When Princess Victoria, she is said frequently to have amused herself by going, *incognito*, in a carriage, to different shops, and derived great entertainment, when divested of the appendages attendant upon royalty, in observing as a passive spectator the infinite variety of incidents and occupations with which London abounds. Being one day at Rundell and Bridges, among many other objects that attracted her attention, was one that fixed it. This was a young and intelligent lady, who was most sedulously employed in looking over different gold chains for the neck, which were alternately presented to her for inspection. After she had admired several, she asked the price of one which seemed to have peculiarly struck her fancy. The price was more than she imagined it would have been.

"Could it not be offered cheaper?"

"Impossible."

The young lady seemed disconcerted, examined the chain again, took it up and finally laid it down again, appearing to part from it with reluctance. However, she at length admitted that the price was far too high, chose a much cheaper one, which she ordered to be sent home, and went away. The young Princess Victoria, who had silently observed the different workings of the mind of the lady as displayed in her countenance, enquired who she was and upon receiving satisfactory information, ordered the firm to pack up the gold chain which had so attracted her attention with the one she had purchased, and sent it with a card, signifying that the Princess Victoria was so well pleased with observing that the young lady who had been so much taken with the beauty and workmanship of the chain, had yet so much command of her passions as not to suffer these to overcome her prudence, that she, therefore, in token of her approval, desired her to accept the chain which she so much admired, in the hope that she would always persevere in that laudable line of conduct upon which female happiness so much depended.

3. ENGLAND—BY HENRY WARD BEECHER.

"The proudest sovereign in the world is Queen Victoria. She dignifies womanhood and motherhood, and she is fit to sit in empire. There is one reason why the English throne is the strongest also, because it is so many legged. It stands on thirty millions of people. It represents the interests of the masses of the subjects. Another reason why England is the strongest nation is because it is the most Christian nation, because it has the most moral power. It has more than we have. We like to talk about ourselves on the fourth of July—we love to fan ourselves with eulogies; but we are not to be compared to-day with old England. I know her surly faults—I know her stubborn conceit—I know how many things are mischievous among her common people, among her operatives of the factory, among her serfs of the mine; but taking her up on one side, and down on the other, there is not another nation that represents so much Christianity as old England. If you do not like to hear it, I like to say it; and the strongest power on the globe to-day is that kingdom. It is the strongest kingdom, and the one that is the least likely to be shaken down. England has been destroyed every ten or fifteen years from the time of the Armada to the present day, in the prophecies of men. Every few years she has been about to be overthrown by sea; she has been about to be ploughed up by land; she has been about to be stripped of her resources in India, and in other parts of the globe. Nations have formed alliances against her; the armies and fleets of the civilised world have gone about her; her interests, political and pecuniary, have been repeatedly and violently assailed, and yet she has stood, as she now stands, mistress of the seas, and the strongest power on earth, because she has represented the moral element."

4. STABILITY OF THINGS IN ENGLAND.

In one of his lectures, Mr. Emerson tells a story to exemplify the stability of things in England. He says that William of Wykeham, about the year 1050, endowed a house in the neighbourhood of Winchester, to provide a measure of beer and a sufficiency of bread to every one who asked it, forever; and when Mr. Emerson was in England, he was curious to test that good man's credit; and he knocked at the door, preferred his question, and received his measure of beer and quantum of bread, though its owner had been dead 800 years.

5. ORDER OF KNIGHTHOOD FOR INDIA.

The *Gazette* of a recent date announces that the Queen, being desirous of affording to the princes, chiefs, and people of the Indian empire a public testimony of her regard, by the institution of an order of knighthood, whereby her resolution to take upon herself the government of India may be commemorated, and merit and loyalty rewarded, has instituted an order, styled "The Most Exalted Order of the Star of India." The said order to consist of the Sovereign, a Grand Master, and twenty-five knights, together with such extra knights as shall from time to time be appointed. Earl Canning is appointed First Grand Master, and the Nizam of Hyderabad, the Maharaja of Gwalior, Lord Harris, Maharaja Duleep Singh, Lord Clyde, the Maharaja of Cashmere, Sir G. R. Clerk, the Maharaja of Indore, the Guicowar of Baroda, Sir J. Lawrence, the Maharaja of Putiala, Sir J. Outram, the Begum of Bohopol, Sir Hugh Rose, and the Nawab of Bampore, are appointed knights. The Prince Consort and the Prince of Wales are appointed ex-knights.

6. ORIGIN OF "DIXIE'S LAND."

On landing, the band played "God save the Queen" and "Dixie's Land;" on returning, we had the "Marseillaise" and the National Anthem of the Southern Confederation, and, by way of parenthesis, it may be added, if you do not already know the fact, that "Dixie's Land" is a synonym for heaven. It appears that there was once a good planter named "Dixie," who died at some period unknown, to the intense grief of his animated property. They found expression for their sorrow in song, and consoled themselves by clamouring in verse for their removal to the land to which Dixie had departed, and where, probably, the revered spirit would be greatly surprised to find himself in their company. Whether they were ill-treated after he died, and thus had reason to deplore his removal, or merely desired heaven in the abstract, nothing known enables me to assert. But Dixie's Land is now generally taken to mean the Seceded States, where Mr. Dixie certainly is not at the present writing. The song and air are the composition of the organised African association for the advancement of music and their own profit, which sings in New York; and it may be as well to add, that in all my tour in the South I heard little melody from lips black or white, and only once heard negroes singing in the fields.—*Russell's (Times) Correspondence.*

7. MEMORIES OF RUGBY SCHOOL.

He raised himself up and looked round! and after a minute rose and walked humbly down to the lowest bench, and sat down on the very bench he had occupied on his first Sunday at Rugby. And then

the old memories rushed back again, but softened and subdued, and soothing him as he let himself be carried away by them. And he looked up at the great painted window above the altar, and remembered how, when a little boy, he used to try not to look through it at the elm trees and the rocks, before the painted glass came,—and the subscription for the painted glass, and the letter he wrote home for money to give to it; and there down below, was the very name of the boy who sat on his right hand on the first day, scratched rudely in the oak panelling.

And then came the thought of his old school-fellows; and form after form of boys, nobler and braver and purer than he, rose up and seemed to rebuke him. Could he not think of them, and what they had felt, and were feeling; they who had honored and loved from the first the man whom it had taken years to know and love? Could he not think of those yet dearer to him who was gone, who bore his name and shared his blood, and were now without a husband or a father? Then the grief which he began to share with others became gentle and holy, and he rose up once more and walked up the steps to the altar; and, while the tears flowed freely down his cheeks, knelt down humbly and hopefully to lay down there a share of a burden which had proved itself too heavy for him to bear in *his own strength*.

There let us leave him—where could we better leave him than at the altar before which first he had caught a glimpse of the glory of his birthright, and felt the drawing of the bond which links all living souls together in one brotherhood?—at the grave beneath the altar of him who had opened his eyes to see that glory, and softened his heart till it could feel that bond.

And let us not be hard on him, if at that moment his soul is fuller of the tomb, and him who lies there, than of the altar, and Him of whom it speaks. Such stages have to be gone through, I believe, by all young and brave souls, who must win their way through hero-worship to the worship of Him who is the King and Lord of heroes. For it is only through our mysterious human relationships, through the love and tenderness and purity of mothers and sisters and wives, through the strength and courage of fathers and brothers and teachers, that we can come to the knowledge of Him in whom alone the love and tenderness and the purity and the strength and the courage and the wisdom of all these dwell forever and ever in perfect fulness.—*Tom Brown's School Days.*

8. THE BLESSEDNESS OF OBEYING PARENTS.

The earthly parent is, for many years, the vicegerent of the heavenly one; so that the habit of honouring father and mother is a natural beginning to the obedience due to the Maker himself. Nor, under Christian teaching, can it often stop short of even Christian piety. The ordinary degrees of the lower grace may not always lead to the higher; but a hearty and persistent regard to the duties enjoined by the Fifth Commandment must always issue in hearty obedience to its Divine Author. A will broken in under this visible rule of the parent, can never long resist the highest commands of the God who has appointed it.

Here we see one of the most beautiful and beneficent provisions for our escape from the sin of our fallen nature. The child, before it can know its Creator, is made submissive to its authority in this delegated form, and thus trained to sentiments and habits that simply need direction to give them the character of religious feeling and piety itself. The transformation will require a hearty choice of the Supreme Parent as our own; but this is an act much more easily performed where the lower submission is the habit of one's life.

How deeply parents are concerned in this topic we need hardly say. For them to secure hearty obedience from their children is all but to ensure the true blessedness of these beloved ones for time and eternity. We, as parents, often determine the destinies of our children very early—perhaps, in many cases, before they leave the nursery. Of what infinite importance that we should be and do all that may contribute to their heartily honouring us and affectionately obeying our just commands! And how cruel to make ourselves dishonourable by vice and folly—thus leaving the child's early virtue no place for its natural growth!—*Parish Visitor.*

9. CURRAN'S GRATITUDE.

"Allow, me, gentlemen," said Curran one evening to a large party, "to give you a sentiment. When a boy, I was one morning playing at marbles in the village of Ball Alley, with a light heart and a lighter pocket. The gibe and the jest went gaily round, when suddenly there appeared among us a stranger of a remarkable and very cheerful aspect. His intrusion was not the least restraint upon our merry little assemblage. He was a benevolent creature, and the days of infancy (after all, the happiest we shall ever see) perhaps rose upon his memory. Heaven bless him! I see his fine form, at the distance of half a century, just as he stood before me in the little Ball Alley, in the days of my childhood. His name was Boyse; he was the rector of Newmarket. To me he took a particular fancy. I was winning, and full of waggery—thinking everything that was eccentric, and by no means a miser of eccentricities; every one was welcome to a share of them, and I had plenty to spare after having freighted the company. Some sweetmeats easily bribed me home with him. I learned from Boyse my alphabet and my grammar, and the rudiments of the classics. He tauggt me all he could, and then he sent me to a school at Middleton. In short, he made me a man. I recollect it was about thirty-five years afterwards, when I had risen to some eminence at the bar, and when I had a seat in parliament, on my return one day from the court I found an old gentleman asleep in my drawing-room, his feet familiarly placed on each side of the Italian marble chimney-piece, and his whole air bespeaking the consciousness of being quite at home. He turned round; it was my friend of Ball Alley! I rushed instinctively into his arms, and burst into tears. Words cannot describe the scene which followed. 'You are right, sir—you are right. The chimney-piece is yours—the pictures are yours—the house is yours. You gave me all I have—my friend, my benefactor!' He dined with me; and in the evening I caught the tear glistening in his fine blue eye, when he saw poor little Jack—the creature of his bounty—rising in the House of Commons to reply to a right honorable. Poor Boyse! He is now gone; and no suitor had a larger deposit of practical benevolence in the conrt above. This is his wine—let us drink to his memory!"

10. "HE'S MY BROTHER."

One day, as I was hastening home after a short absence, I heard young voices raised in anger. A little way from me, just round a corner, two boys were quarrelling. They were on their way home from school, and their books, slates, and dinner-baskets lay on the pavement beside them, quite unheeded. One boy was much larger than the other, and as I drew near I heard him saying—

"You shall carry them, Eddie; every one of them. Stop crying now, and take up the books and come on home."

"I can't, Charlie," said the little one, through his tears. "They are too heavy, and mother told you to carry them. You are a very cross boy."

"Take *that* for calling me cross," said Charlie, in an angry tone; and he struck the child, and pulling off his little velvet cap, threw it into the dust.

"Charlie," said I, putting my hand on the elder boy's shoulder, "why do you strike such a little child? It's neither manly nor kind. Is this acting like a Christian boy, Charlie?"

He looked a little ashamed, but very sullen too. As I replaced the cap on Eddie's curly head, and asked Charlie to gather up the books and go home, like a good boy, he exclaimed—

"He's my brother! I can do what I like to *him*."

Dear little friends, when you are tempted to be cross or impatient with a little brother or sister, never make this excuse. It is just because God has made you an elder brother or sister, that you must try to be very patient, very loving, and very gentle. Here is your work—to help and cheer your kind mother, by bearing with the wee ones when they are fretful or wayward. God has given you this work to do. He does not forget that you are doing it; and when you try hard to keep in the way of love, his smile is resting upon you. What if he were to reach down his hand, and take up to a heavenly home the darlings who now try your patience and hinder you so often? How sad it would be then! Every day try to be good and kind to the younger brothers and sisters, and you will not lose your reward.—*Child at Home.*

11. UPWARD PROGRESS OF AN HONEST BOY.

The *Miners' Journal*, speaking of two graduates at West Point belonging to Pottesville, Pa., says: Frank U. Farquhar, of this borough, graduated with honor, and ranked No. 2 in his class at West point, last week. The No. 1 graduate was a poor Irish boy, named Peter O'Rourke, who, at sixteen, did not know his letters. This lad had saved the lives of several persons on Lake Erie, we believe, who out of gratitude, offered him a considerable sum of money, which he declined, on condition that they would secure him an education. They complied with his request, sent him to school, and afterwards secured him a situation at West Point, where he has just graduated with the highest honors. This poor, rough Irish boy bears himself as a perfect gentleman, and we feel confident that he will make his mark. It is out of such stuff that the great men of this country are made.

12. HOME LIGHT AND LIFE.

Even as the sunbeam is composed of millions of minute rays, the home light must be constituted of little tenderness, kindly looks, sweet laughter, gentle words, loving counsels; it must not be like the torch-blaze of natural excitement, which is easily quenched, but like the serene, chastened light which burns as safely in the dry east wind as in the stillest atmosphere. Let each bear the other's burden the while; let each cultivate the mutual confidence, which is a gift capable of increase and improvement, and soon it will be found that kindliness will spring up on every side, displacing constitutional unsuitability, want of mutual knowledge, even as we have seen sweet violets and primroses dispelling the gloom of the gray sea-rock.

13. SELF DEPENDENCE.

Many an unwise parent works hard and lives sparingly all his life, for the purpose of leaving enough to give his children a start in the world, as it is called. Setting a young man afloat with the money left him by his relatives, is like tying a life preserver under the arms of one who cannot swim; ten chances to one, he will lose his preserver and go to the bottom. Teach him to swim, and he will not need the preserver. Give your child a sound education. See to it that his morals are pure, his mind cultivated, and his whole nature made subservient to the laws which govern man, and you will have given what will be of more value than the wealth of the Indies. You have given him a start which no misfortune can deprive him of. The earlier you teach him to depend upon his own resources the better.

XII. Papers on Books and Libraries.

1. IN MY LIBRARY.

Books are ever agreeable companions. Like their authors, they are of various characters, but we may select them to suit our different moods. We may choose them as we choose our friends, for many different excellencies, yet each ministering to some peculiar want in ourselves, and producing a more symmetrical development than we could otherwise secure. When we have selected our friends in the library, they do not change nor forsake us, but are steadfast in their integrity.

They furnish us always the same faithful and sincere instructions. They are friends with whom we can converse in the loneliest solitude; they have often gladdened the spirit in the prison-cell, and in the most humble dwelling. They are sources of genuine pleasure; in them the manifold scenes of life are painted, the affections are embalmed, the creations of imaginations are pictured, the beauties of Nature and the wonders of Art are pourtrayed, the noblest thoughts of the noblest minds, the best sentiments of the best hearts, are treasured.

Indiscriminate reading has been censured as unfavorable to mental vigor and originality. It has been said that the Ancients owed much of their excellence to the fact that they had fewer books than we and therefore read less and thought more.

Bacon was a great reader as well as a great observer and thinker, but he tells us the manner in which he avoided any evil from this habit. "Some books," said he, "are to be tasted, some swallowed, and some few chewed and digested."

Without doubt, the most powerful minds have been distinguished for extensive and varied research, combined with the most powerful originality. Nature has provided an endless variety for the support of man, and it is not the scanty and unvarying use of her blessings that invigorates; the healthy may enjoy them abundantly, if they are reasonably and temperately used.

However strong may be the objections to the use of miscellaneous books by *students*, they do not apply to the popular mind. The mass of the people have neither the disposition nor opportunity for mental discipline. With them there is but one alternative, either to reap the slight improvements, but genuine pleasures, of occasional and desultory reading, or suffer the inanition or worse accompaniment of an almost habitual neglect of books. Though the improvement by this unconnected source may be slight compared with the result of systematic study, yet, in itself considered, it is vast.

The inert faculties are awakened, the tendency of the uniform and minutely divided mechanic arts to stint the mind is checked, the languid imagination is vivified, and the taste and judgment are exercised.

A mechanic who is accustomed to spend an hour or two daily, in judicious reading, will show its effect in his whole bearing. It may awaken no peculiar energy; it may impart no new talent; but it will give a better tone to his ordinary powers; and greater purity to his common sentiments; and it will, almost invariably, distinguish him from the mass of his class.

The moral influence of popular reading is invaluable. The maxim that "A little learning is a dangerous thing," may be true when applied to the scientific, and the would-be-learned, yet not without qualification even then; but it is not appropriate, as applied to popular intelligence. The books are not generally speculative or vain, they are frank, confiding, implicit.

Though the chief sufferers from religious or political errors, they are seldom the originators.

They generally have too little presumption to disbelieve received truths, and too much common sense to propound theoretical absurdities; if they cannot be learned, they may be intelligent without danger.

Their intelligence is the conservative virtue of society. It is not the influence of the highly educated which preserves a community from the evils of error, but the aggregate intelligence of the masses.

If religion is the salt of the earth this is a part of its savor—it always co-exists with genuine religion and cannot exist without it.—*Vermont School Journal.*

2. BOOKS AND THEIR USES.

Charles Lamb's friend who left off reading to the great increase of his originality, assuredly erred on the right side. The danger in this much written for age is of reading too much. We read too much, and think too little.

"Young men now-a-days," says one, the late record of whose earnest and loving life has impressed the true stamp on all he has written, "read neither their Bible nor their Shakspeare enough."

The professor, whose young friend boasted that he read ten hours a day, inquired with amazement, "Indeed, then when do you think?" The old man was right. The master who sees a pupil with idle hands, and fears that, being without a book, he is losing his time, might not unreasonably hope that his other pupil, who is never seen without a book, is not losing his thoughts. "It is hard," Orlando says, "to see happiness through another man's eyes." It is also unprofitable always to see things reflected in another man's mind. There are other books besides those printed on paper, which are not without their value. Perhaps even it was intended that we should sometimes strive to see nature at first hand.

3. ORIGINAL BOOKS.

Sir Egerton Brydges says, "The strictly original authors are incredibly few. Most books are more or less the result of memory or compilation; while the original thoughts that are intermixed are faint and imperfect. In youth and middle-age we can read almost any thing; as we grow old, we grow very fastidious in our reading. Nothing secondary can any longer interest us. We demand what rises like the freshness of the morning breath from the pure earth."

TEACHERS' LIBRARY.

BOOKS relating to the Profession of Teaching, for SALE at the Depository in connexion with the Educational Department for Upper Canada.

(Not including text-books, or works of reference in the various subjects of History, Mathematics, Geography, &c., of which there is a great variety.)

Barnard's Object Teaching for Primary Schools, *bar* ...	*$1 36
——— Aphorisms on Education, *bar*	1 36
——— Pestalozzi and Pestalozzianism, *bar*.....	1 80
——— American Teachers and Educators, *bar*	2 70
——— American Pedagogy, *bar*	1 36
——— German Schools and Pedagogy, *bar*	1 36
——— National Education in Europe, *bar*.....	1 40
——— German Universities. By Raumer, *bar*.....	1 36
——— Reformatory Education, *bar*.....	1 36
——— School Architecture, *bar*	1 75
Mayhew's Universal Education, *asbc*.....	0 85
Mansfield's American Education, *asbc*	0 90
Bates' Institute Lectures, *asbc*	1 00
Dwight's Higher Christian Education, *asbc*.....	0 85
Root's School Amusements, *asbc*	0 85

* These prices do not of course include postage (where the books are sent by post), which must now be paid in advance. (See notice on page 128.)

Page's Theory and Practice of Teaching, *asbc*	$0 85
Northend's Teacher and Parent, *asbc*	0 85
—— ——Teacher's Assistant, *asbc*	0 85
Everett's Practical Education, *hb*	0 60
Edgeworth's Practical Education, *hb*	0 70
Spencer on Intellectual, Moral, and Physical Education, *dac*	0 80
Murray's National Education Promoted, *Xtian. K. Soc.*	0 25
Short's Hints and Helps for Infant Schools, *Xtn. K. S.*	0 15
Mayo's Infant Education, *gs*	0 45
Graduated Instruction, *gs*	0 35
Infant Treatment, *wrch*	0 35
Infant Education, *wrch*	0 35
Trench on Education, *jwp*	0 35
Mother's Book, *jwp*	0 35
Introductory Lectures, Queen's College, London, *jwp.*	1 10
Educational Lectures, St. Martin's Hall, *grc*	0 40
Ellis' Education of Character, *jm*	1 06
Muzzey's Fireside, *cnc*	0 60
Mothers and Governesses, *jwp*	0 70
Governess Life, *jwp*	0 45
Responsibilities of a Governess, *lc*	1 00
Self Improvement, *R. T. Soc.*	0 16
Randall's Mental and Moral Culture, *csfc*	0 40
Tom Brown at Rugby, *wdtc*	0 80
Tom Brown at Oxford, *wdtc* 2 vols.; per vol.	0 80
Tyng's Forty Years' in Sunday Schools, *shel*	0 50
Worcester's Dictionary, royal 4to	6 50
Abbott's Teacher, *hb*	0 80
Phelps' Fireside Friend, *hb*	0 60
Pillans' Contributions to Education, *lc*	2 70
Stow's Training System, *lc*	1 10
De Laspee's Calisthenics, *dc*	5 00
Hodgins' School-House, Architecture and Discipline, *eous*	0 50
Beecher's Calisthenic Exercises, *hb*	0 40
Wilderspin's Education for the Poor, *wtc*	0 75
Young's Teachers' Manual, *tuy*	0 50
Notes and Sketches of Lessons, *Xtian. K. Soc.*	0 30
Symons' School Economy, *jwp*	0 70
Pycroft's School Education, *wtc*	0 65
Reid's Principles of Education, *lc*	1 15
Stodart's Principles of Education, *lc wtc*	0 60
Taylor's Home Education, *hgb*	1 10
A Schoolmaster's Difficulties, *lc*	0 60
Schmidt's Education, *hb*	0 38
Hall's Instructor's Manual, *jpjc*	0 25
Worcester's Comprehensive Dictionary, half-russia, 8vo.	1 55
Crabb's Synonymes, *hb*	1 60
Graham's English Synonymes, *dac*	0 75
Roget's English Thesaurus, *gl*	1 12
Head's Shall and Will, *jm*	0 65
Pullen's Etymological Compendium, *wtc*	1 25
Bedford's Canons on Punctuation, *tns*	0 10
Fowler's English Grammar, *hb*	1 20
Stoddart's Universal Grammar, *rgc*	1 00
Mulligan's English Language, 8vo., *dac*	1 20
Trench's Study of Words, *jsr*	0 60
—— English, Past and Present, *jsr*	0 60
—— Glossary of English Words, *jsr*	0 60
—— Synonymes of the New Testament, *jsr*	0 60
—— Lessons on the Proverbs, *jsr*	0 40
John's Hand-Book of Proverbs, *hgb*	1 00
Riley's Latin Quotations, *hgb*	$1 00
Michelsen's Manual of Quotations	0 40
Dictionary of Popular Quotations, *lingc*	0 40
Blair's Chronological Tables, *hgb*	2 00
Hullah's Lectures on Learning to Sing, *jwp*	0 22
Journal of Education for U. C., Vols. 1 to 14, per vol.	1 00
Educational Reports, U. C., per year	0 50
Trustees' School Manual	0 25

XIII. Educational Intelligence.

CANADA.

—— Upper Canada Teachers' Association.—The annual meeting of the Teachers' Association for Upper Canada, met at Toronto, on Tuesday, August 6th, in the Hall of the Mechanics' Institute. There was a large attendance of the members of the association. In the absence of the President, the meeting was called to order by the 1st Vice-President, Archibald McCallum, Esq., Principal of the Hamilton Central School.

The Rev. Dr. Jennings opened the proceedings with prayer; after which he delivered a short introductory address, wherein he referred to the objects of the Association, and stated that in all their labours they might depend on his sincere co-operation. He was sorry he was obliged to leave, as he had to attend a Synod committee meeting.

The first business was the adoption of the constitution, brought forward at the last general meeting, and already published. After a lengthened discussion, the first four clauses were adopted without amendment.

The Convention adjourned at twelve o'clock, and on re-assembling at two, p.m., Mr. McCallum read a short essay on the "Objects, Benefits, and Prospects of Teachers' Conventions."

The discussion on some of the remaining clauses of the constitution was resumed.

In the evening, the Rev. Dr. McCaul delivered a very instructive lecture before a large and attentive audience, on the "Advancement and Diffusion of Knowledge." The lecture was delivered in the Doctor's usual eloquent manner, and was listened to with marked attention throughout. He was repeatedly applauded, and at the close received a cordial and enthusiastic vote of thanks from the audience.

On the second day, the association met at nine o'clock, a.m., in the lecture hall of the Mechanics' Institute. The chair was again occupied by the 1st Vice-President, A. McCallum, Esq., who called on the Rev. Dr. Barclay to open the proceedings with prayer.

The first business taken up was the consideration of the following preamble to the constitution and bye-laws, which after some discussion was adopted:—The objects of this association are—

1st. To secure the general adoption of the most approved system of imparting instruction.

2nd. To secure the improvement of text-books, or the adoption of others more suitable to the wants of the country.

3rd. To enlarge the views of teachers, and stimulate their exertions for the advancement and diffusion of knowledge.

4th. To encourage the frequent interchange of ideas and kindly intercourse among the members of the profession throughout the country.

The meeting adjourned at twelve, and re-assembled at two o'clock.

The Rev. Dr. Burns then delivered a most excellent dissertation on the "Educational Duties of Teachers, and the qualifications they should possess to mould and develop the tender minds of those who may be entrusted to their care, with a view to their physical, moral, and intellectual culture." The Rev. Dr. concluded his very able address amid the hearty applause of the members of the association.

The following officers of the association were then appointed for the ensuing year:

President: The Rev. Dr. McCaul, President of University College; 1st Vice-President: A. McCallum, Principal of the Central School, Hamilton; 2nd do.: J. Herbert Sangster, A.M., Normal School; 3rd do.: J. B. Boyle, Head Master, Central School, London; 4th do.: Thomas McKee, Head Master, Central School, Oshawa: 5th do.: Thomas Dixon, Superintendent, Newmarket; 6th do.: W. Anderson, Head Master, Park School, Toronto. Mr. Alexander, Newmarket, Treasurer; Mr. Acres, Paris, Secretary.

Councillors for Counties: Ontario, Mr. Robins; Middlesex, Mr. Ander-

son; Peel, Mr. Morton; Hastings, Mr. McShea; Stormont, Mr. Hay; Halton, Mr. Breckenridge; Oxford, Mr. Vardon; Brant, Mr. McFarlane; Northumberland, Mr. Young; Wentworth, Mr. R. Young; York, Mr. Rose; Carleton, Mr. G. Henderson; Wellington, Mr. Kidd; Perth, Mr. Stratford; Lambton, Mr. Taylor; Elgin, Mr. G. H. Brown; Durham, Mr. Rowes.

The Chairman (Mr. McCallum) in bringing the business to a close, said he was highly gratified, not only with the manner and spirit with which the deliberations and discussions of the convention had been carried on, but also with the kindness and courtesy extended to himself. He had been unexpectedly called upon to discharge the duties of the President of the Association, whose absence they all so much regretted. He (the chairman) felt satisfied that the present meeting had been interesting and profitable to all present; and the next would be more so, as the discussion of practical questions would then be mingled with those of a theoretical and preliminary kind. The prospects of the association were most encouraging, and it only required that its members and friends should do their duty in bringing its claims fairly before the teachers of the country, to secure their earnest co-operation and support. No less than seventeen counties were represented in the present convention, and more than eighty teachers had had already become members. (Cheers.) He expected that the next meeting would be held in Hamilton, and he took the present opportunity of giving them a most cordial invitation to the *ambitious*, not *little*, but *growing* city. (Laughter and applause.)

It was then moved and seconded, that Mr. McCallum do leave the chair, and that Mr. J. B. McGann be called thereto.—Carried.

Mr. J. H. Sangster moved, seconded by Mr. H. Irwin,—That the thanks of this Association be and are hereby tendered to Mr. McCallum, for the able, courteous, and impartial manner in which he discharged the duties that devolved upon him as chairman of this Association. The resolution was carried amid much applause.

It was then agreed that the next annual meeting be held in Hamilton, on the first Tuesday in August, 1862.

The convention then adjourned.

—— CANADIAN PUPILS IN ENGLAND.—The London *Times* contains a list of the students who passed their examination at the Military College, Sandhurst, England. It will be seen that of the sixty-five students who passed, Paul Bettridge, son of the Rev. W. Bettridge, rector of Woodstock, stands second. This success of a youth so well known here must be gratifying to us all, and particularly so to the members of his own family. Little Paul, as he was familiarly called, has given evidence of more than common abilities, and has opened his professional career in a manner to indicate a brilliant future. The other Canadian, Mr. Hood, also stands well on the list. It is pleasant to find, as it is now often the case, that Canadians, when they enter the lists for honours in the mother country, manifest no lack of ability; and, as in the case of Mr. Bettridge, we have the proud satisfaction of bearing off, in the face of the scions of nobility, the highest honours.—*Woodstock Times.*

—— PROFESSOR JOHNSON, MCGILL COLLEGE.—We learn from recent university intelligence of Trinity College, Dublin, that Mr. Johnson, the Professor of Mathematics in McGill College, has been admitted to the degree of *Doctor in utroque Jure*—LL.D. May the Doctor return in safety, and long enjoy his newly-acquired honours.

—— ST. FRANCIS COLLEGE.—We have pleasure, says the Montreal *Commercial Advertiser*, in noticing the appointment of the Rev. Daniel Falloon, D.D., minister of the English Church, Richmond, to the Principalship of the St. Francis College, Richmond. Professor Graham, who has been successfully connected with the institution for a number of years, has been transferred to the Chair of Latin and Greek. He has also been entrusted with the direction of some of the general affairs of the college, and the management of the boarding establishment in the college. This college is affiliated to the McGill University.

GREAT BRITAIN.

—— PROPOSED EDUCATION TEST BILL.—An educational movement of a very important kind has been inaugurated in Glasgow. A meeting was lately held there of gentlemen favourable to the application of an education test to children before entering on employment. The principal heads of the bill then proposed were, that no child under nine years of age should be permitted to work for hire at any kind of continuous labour; and that no child under twelve should be permitted so to work who has not passed an examination in reading, writing, and arithmetic, and obtained a certificate from an examiner to that effect. This is the best form which a compulsory education measure can take in this country.—*Museum.*

—— UNIVERSITY OF OXFORD.—A statute was recently passed in Convocation, abolishing the "Ad Eundem" degrees granted to the members of the University of Cambridge and of Trinity College, Dublin. Degrees, however, may still be conferred *comitatis causa* upon those who have *resided*, in order to graduate, at these Universities, and not obtained their B.A. by mere examination.—*Ibid.*

—— OXFORD LOCAL EXAMINATIONS.—NEW STATUTE.—From the third annual report of the Delegacy to Convocation, we learn that the number of candidates examined in June, 1860, was 573 juniors and 291 seniors. Of these candidates, 131 juniors and 87 seniors obtained honours; 212 juniors and 65 seniors passed without honours; and 227 juniors and 139 seniors failed to satisfy the examiners. In accordance with a suggestion delegates, Convocation has issued a short statute, ordaining that candidates may henceforth be examined in the Bible without being examined in the doctrines of the Church of England; and though the certificate will only be granted when the examiners are satisfied in both departments, marks will be given for each separately.—*Ibid.*

—— UNIVERSITY OF CAMBRIDGE.—At the annual commencement held in May, the honorary degree of D.D. was conferred upon Mr. Gell, the recently appointed Bishop of Madras, and the honorary degree of LL.D. upon the Earl of Elgin, Lord Stratford de Redcliffe, Sir W. R. Hamilton, Sir Roderick Murchison, Major General Sabine, Dr. Robinson, of Dublin, and Mr. Grote and Mr. Motley, historians. The Council of the Senate have prepared a scheme of military education to be conducted in the University, and have submitted it to the Government.—*Ibid.*

—— UNIVERSITY OF LONDON.—The annual meeting for conferring degrees was held in May. The Chancellor, Earl Granville, who presided, suggested that if the Universities of Scotland continued to press their claim for a representative in parliament, they should modestly, but firmly, prefer their claim to representation. This suggestion has since been actively followed up. A requisition has been sent to Sir J. Romilly, inviting him to become a candidate for the university seat, should it succeed in obtaining enfranchisement. He has accepted the invitation.—*Ibid.*

—— UNIVERSITY OF EDINBURGH.—At the public graduation at the close of the session in April, the honorary degree of Doctor of Laws was conferred upon Sir John M'Neil, Mr. Stirling, of Keir, and Mr. John Moore, D.C.L. On the same occasion, the degree of Master of Arts was conferred unpon twenty-eight gentlemen, and thirty-four were admitted to that of Bachelor of Arts (now abolished.)—*Ibid.*

—— UNIVERSITY OF ABERDEEN.—The second statutory meeting of the general Council was held in April. The Duke of Richmond was unanimously elected Chancellor. Resolutions were passed disapproving of the present mode of electing the Lord Rector, recommending the admission of reporters to the meetings of the Court, and in favour of the representation in parliament of the Scottish Universities.—*Ibid.*

—— NEW CURRICULUM IN THE SCOTTISH UNIVERSITIES.—By an ordinance of the Scottish Universities Commissioners recently issued, the Arts curriculum and degrees are henceforth to be, as far as possible, uniform in all the Universities of Scotland. The degree of B.A., for which hitherto students have been eligible at the end of the third year of their course, is abolished, and the degree of M.A. is no longer to be conferred in any case as an honorary degree merely. The usual M.A. curriculum is to extend as heretofore over four years; but students who, on entering the University, are found on examination qualified to enter the senior classes in both Latin and Greek, may take the degree of M.A. at the end of their third session. This will virtually allow many students to remain a year longer at school. The other important alterations are, that examinations are instituted for graduation with honours in the four Schools of Classics, Philosophy, Mathematics, and Natural Science; that paid non-professorial examiners are to be associated with the professors in conducting the examinations; and that every student must pass an examination before advancing from a junior to a senior class in any department.

—— SCOTTISH UNIVERSITY REPRESENTATION.—In the re-distribution of four forfeited seats at the commencement of the present session of parliament, Mr. Stirling, of Keir, proposed that one of them should be given to the four Scottish Universities. Their general Councils now form an aggregate constituency of 3,320, while that of Cambridge is 4,566, that of Oxford 3,623, and that of Dublin 1,780. In favour of this proposal, the members of the four universities held meetings and petitioned parliament. Petitions in support of these claims were also voted by the Town Council

of the chief burghs. Deputations have proceeded to London, and have had interviews with the leading members of both sides of the House.

—— University of St. Andrews.—At the half-yearly meeting of the general Council, held in the end of March, Lord Jerviswoode was elected the Council's Assessor to the University Court, in room of Dr. Cook. The Council expressed itself favourable to the movement for University representation. A College Hall has been instituted for the residence of students at this University. Henry T. Rhoades, Esq., B.A., University College, Oxford, has been appointed Warden.—*Museum.*

—— Middle-Class Public Schools.—Lord Brougham lately presided at an influential meeting in St. James's Hall, in support of a movement for establishing schools for the "upper, middle, and lower middle-classes," on the model of Eton and Harrow. The Society of St. Nicholas College, which has this object in view, has been in existence since 1848, and has already three different institutions in operation,—1st, a grammar school at Lancing, for the sons of gentlemen; 2nd, a boarding school for the sons of tradesmen, containing nearly 300 boys (terms, £20 to £30 a-year), and a training college for masters, at Hurstpierpoint, in Sussex; 3d, a cheap boarding school at Shoreham, for the sons of shopkeepers and artisans, attended by 230 boys (terms, 13 guineas a-year.) The meeting pledged itself to assist the society in erecting a building to accommodate 1000 boys, as a public boarding school for the "lower middle-classes."—*Ibid.*

—— Theological Students in Scotland.—The total number of students in Scotland attending the Theological Halls of the five dissenting denominations, is 398; and of students attending the Established Church Halls, 294; in all, 692,—representing about 159 added to the number of probationers in all the churches.

UNITED STATES.

—— Vassar Female College.—We learn from the *Massachusetts Teacher*, that Matthew Vassar, Esq., of Poughkeepsie, N.Y., has given $408,000 in trust, to found a female college in that town.

—— Yale College.—Joseph E. Sheffield, Esq., of New Haven, has given $100,000 to Yale College, to improve its scientific department.

XIII. Literary and Scientific Intelligence.

—— A New Resistance Thermometer has been devised by Mr. C. W. Siemens, who was appointed by the Government to examine into the electric condition of the Rangoon and Singapore telegraph cable. His instrument consists of a rod or tube of metal about eighteen inches long, upon which silk-covered copper wire is wound in several layers, so as to produce a resistance of about 1000 units (Siemens) at the freezing temperature of water. The rod is covered with sheet india-rubber, inserted in a tube hermetically sealed, and the apparatus is then connected with a galvanic battery, &c. By this instrument, after ten days' use, such an increase of temperature was detected in the interior of the cable as would inevitably destroyed it if the generation of heat had remained unchecked.

—— A New Elementary Body has been discovered by MM. Bunsen and Kirchoff, in the course of their examination of the colorific effects of different metals. In the course of their investigations, some mineral waters gave results which could not be accounted for by any other of the previously observed facts, a new colour starting up before their eyes, and occupying a hitherto blank space in the glowing row of metals. Evidently this was a new element which thus revealed itself to an optical inspection. The next point was to collect some of the unknown body; but this for a long time baffled their chemical resources. After boiling down twenty tons of mineral water, however, and submitting the residue to various chemical agents they had at their disposal upwards of one hundred grains of Cæsium; this being the name under which the new metal enters the domain of science, given to it to recal the colour which it communicates to flame.

XIV. Departmental Notices.

PUBLIC LIBRARY BOOKS, SCHOOL MAPS, APPARATUS, AND PRIZE BOOKS.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars,* transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of articles to be sent can always be made by the Department, when so desired.

FORM OF APPLICATION FOR PUBLIC LIBRARY BOOKS, MAPS, APPARATUS, SCHOOL PRIZE BOOKS, ETC.

.....

[*Insert Post Office address here.*]

Sir,—The [*Trustees, or Board of Trustees, if in Towns, &c.*] of the ..... School being anxious to provide [*Maps, Library Books, or Prize Books, &c.*] for the Public Schools in the [*Section, Town, or Village, &c.*] hereby make application for the ....., &c., enumerated in the accompanying list, in terms of the Departmental Notice relating to ..... for Public Schools. The ... . selected are *bona fide* for the ..... ; and the Corporation hereby Pledges itself not to give or dispose of them, nor permit them to be given or disposed of, to the teacher or to any private party, or for any private purpose whatsoever, but to apply them solely to the purposes above specified in the Schools of the ....., in terms of the Departmental Regulations granting one hundred per cent. on the present remittance. The parcel is to be sent to the .... Station of the ..... Railway, addressed to .....

In testimony whereof, the Corporation above-named, hereto affixes its corporate seal to this application, by the hand of .....*, this ..... day of ....., 186–.

Amount remitted, $.....

Trustees must sign their own names here.—See page 41. .... Corporate seal to be placed here.

To the Chief Superintendent of Education, Toronto.

Note.—Before the Trustees can be supplied, it will be necessary for them to have filled up, signed, and sealed with a proper corporate seal, as directed, a copy of the foregoing Form of Application. On its receipt at the Education Office, the *one hundred per cent.* will be added to the remittance, and the order, so far as the stock in the Depository will permit, made up and despatched. Should the Trustees have no proper corporate seal, the Department will, on the receipt of *two dollars* additional, have one engraved and sent with the articles ordered.

*** If Library and Prize Books be ordered, in *addition* to Maps and Apparatus, it will be necessary to send not less than *five dollars additional* for each class of books, &c., with the proper forms of application for each class.

☞ The *one hundred per cent.* will not be allowed on any sum less than *five dollars.* Text books cannot be furnished on the terms mentioned above: they must be paid for in full, at the net catalogue prices.

ERRATA IN THE SCHOOL MANUAL.

In the Programme for the Examination and Classification of First Class Common School Teachers, on page 145 of the *Trustees' Manual,* an error occurs in one of the paragraphs, by which the word "four" is left out. The paragraph should read as follows:

4. To know the first four books of (Pott's) Euclid.

Another error occurs in a subsequent paragraph, which should read as follows:

6. To have some acquaintance with the elements of vegetable and animal physiology, and natural philsophy, as far as taught in the fifth book of national readess.

* The Trustees of the Section; Chairman and Secretary of the Board of City, Town, or Village Trustees; Warden, Mayor, or Reeve.

POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, *must be pre-paid*, at the rate of one cent, *and be open to inspection*, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cents and 21 cents on each package, including the Post-office fine of nearly *fifty per cent.* for non-payment.

PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the new Postage Law, the postage on all books, printed circulars, &c., sent through the post, *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will therefore please send such an additional sum for the payment of this postage, at the rate specified, and the Customs duty on copyright books, as may be necessary.

INDISTINCT POST MARKS.

We receive, in the course of the year, a number of letters on which the post marks are very indistinct, or altogether omitted. These marks are often so important, that Postmasters would do well to see that the requirements of the Post-office Department, in relation to stamping the post-mark on letters is carefully attended to.

SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages, and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools will be sent direct to the head Masters, upon application to the Department.

NO PENSIONS TO COMMON SCHOOL TEACHERS UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools, or Teachers of the English branches in Grammar Schools, who are legally qualified Common School Teachers in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, if they have not already done so, their subscriptions, at the rate of $5 per annum for each preceding year, commencing with 1854, and at the rate of $4 per annum for the current year's subscription. The law authorizing the establishment of this fund provides, "*That no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*" No pension will be granted to any teacher who has not subscribed to the fund, in accordance with the preceding regulations of the Council of Public Instruction.

XVI. Advertisements.

EXAMINATION OF COMMON SCHOOL TEACHERS.

COUNTY OF YORK.

NOTICE IS HEREBY GIVEN, that an Examination of Common School Teachers and others will take place on WEDNESDAY, the 28th day of August, 1861, at the Court House in the City of Toronto, at Richmond Hill, and at Newmarket, at 9 a.m. Candidates will be required to produce Certificates of Moral Character from their respective Ministers, and, if teachers before, from their respective Trustees.

JOHN JENNINGS, D.D.,
Chairman.

City of Toronto,
6th of August, 1861. 1in.sp.

LOVELL'S SERIES OF SCHOOL BOOKS.

THE undersigned having long felt that it would be highly desirable to have

A SERIES OF EDUCATIONAL WORKS, PREPARED AND WRITTEN IN CANADA,

And adapted for the purposes of Canadian Education, begs to call attention to the Text Books with which he has already commenced this Series. These works have met with a very general welcome throughout the Province; and the Publisher feels confident that the eulogiums bestowed upon them are fully merited, as considerable talent and care have been enlisted in their preparation.

The following Text Books have already been published:

1. LOVELL'S GENERAL GEOGRAPHY, with 51 coloured Maps, 118 Engravings, and a Table of the Clocks of the World. By J. George Hodgins, LL.B., F.R.G.S.
2. National Arithmetic, in theory and practice adapted to Decimal Currency. By J. H. Sangster, Esq., M.A.
3. Key to ditto. By the same.
4. Elementary Arithmetic, in Decimal Currency. By the same.
5. Natural Philosophy, Part I., including Statics, Hydrostatics, &c., &c. By the same.
6. General Principles of Language; or, The Philosophy of Grammar. By T. J. Robertson, Esq., M.A.
7. Classical English Spelling Book. By Geo. G. Vasey.
8. English Grammar Made Easy. By the same.
9. Students' Guide to English Grammar, or the way to speak and write gramatically. By the Rev. J. G. Armstrong, M.A.
10. Elements of Elocution. By J. Barber, M.R.C.S.
11. Outlines of Chronology. By Mrs. Gordon.
12. Book Keeping by single and double entry. By John G. Dinning, Esq.
13. British American Reader. By J. D. Borthwick.

The following are in press:

14. Elementary Treatise on Algebra. By J. H. Sangster, Esq., M.A.
15. Natural Philosopy, Part II. By the same.
16. Key to the Elementary Arithmetic. By the same.
17. Easy Lessons in General Geography. By J. George Hodgins, LL.B., F.R.G.S.

The following text-books, printed from new stereotype plates and in superior bindings, have also been published:

1. The First National Book of Lessons.
2. The Second ditto ditto
3. The Third ditto ditto
4. The Fourth ditto ditto
5. The Fifth ditto ditto
6. Pinnock's improved edition of Goldsmith's History of England. By W. C. Taylor, LL.D., T.C.D.
7. Lennie's English Grammar.
8. Kirkham's English Grammar.
9. French without a Master.
10. French Genders taught in Six Fables.

Messrs. R. & A. Miller, Montreal and Toronto, are the general agents in Canada for the sale of Lovell's Series of School Books.

JOHN LOVELL, *Printer and Publisher.*

Montreal, 12th August, 1861. ex.

NEW VOLUMES OF THE FOUR REVIEWS AND BLACKWOOD, COMMENCING JULY, 1861.

TERMS:

FOR any one of the four Reviews, per annum	$3 00
For any two of the four Reviews, per annum	5 00
For any three of the four Reviews, per annum	7 00
For all four of the Reviews, per annum	8 00
For Blackwood's Magazine, per annum	3 00
For Blackwood and one Review, per annum	5 00
For Blackwood and two Reviews, per annum	7 00
For Blackwood and three Reviews, per annum	9 00
For Blackwood and the four Reviews, per annum	10 00

Money current in the State where issued will be taken at par.

CLUBBING.—A discount of twenty-five per cent. from the above prices will be allowed to Clubs ordering four or more copies of any one or more of the above works. Thus: Four copies of Blackwood, or of one Review, will be sent to one address for $9; four copies of the four Reviews and Blackwood, for $30; and so on.

LEONARD SCOTT & CO.,
No. 54, Gold Street, New York.

August, 1861. ex.

ADVERTISEMENTS inserted in the *Journal of Education* for 25 cents per line, which may be remitted in *postage stamps*, or otherwise.

TERMS: For a single copy of the *Journal of Education*, $1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

All communications to be addressed to J. GEORGE HODGINS, LL.B.,
Education Office, Toronto.

LOVELL AND GIBSON, PRINTERS, YONGE STREET, TORONTO.

1862. Mar. RO

JOURNAL OF EDUCATION,

Upper Canada.

VOL. XIV. · TORONTO: SEPTEMBER, 1861. No. 9.

CONTENTS OF THIS NUMBER.

	PAGE
I. PROGRESS OF EDUCATION IN UPPER CANADA—Extracts from the Chief Superintendent's Annual Report for 1860	129
II. PAPERS ON PRACTICAL EDUCATION—(1) The Philosophy of Education. (2) Special Hints respecting Articulation. (3) Vocal Music in Schools	132
III. PAPERS ON RELIGIOUS EDUCATION—(1) A Plea for Sunday Schools. (2) The Duty of Parental Religious Instruction. (3) Early Religious Instruction. (4) A Child's Faith	133
IV. EDITORIALS.—(1) Model Grammar School for Upper Canada. (2) Course of Instruction in the Model Grammar School for Upper Canada. (3) To Correspondents	136
Constitution, Bye-Laws, and Rules of Order of the Teachers' Association of Canada West	138
V. EXTRACTS FROM THE CANADIAN PRESS—(1) Our Public Schools. (2) One Link More. (3) Teachers should Visit Schools	140
VI. BIOGRAPHICAL SKETCHES—No. 19. Lord Herbert of Lea. No. 20. The Earl of Traquair. No. 21. Madame Catherine Hayes Bushnell. No. 22. William Lyon Mackenzie, Esq. No. 23. The Hon. Edmund Murney...	141
VII. MISCELLANEOUS—(1) Our Own Broad Lake. (2) Locking-up the Tower of London. (3) Sunday and Temperance	143
VIII. SHORT CRITICAL NOTICES OF BOOKS—1. Carthage and her Remains. 2. Seasons with the Sea Horses. 3. The British Reviews	144
IX. EDUCATIONAL INTELLIGENCE—Separate School Examinations.—Teachers' Association, County of Huron.—Visit of the Prince of Wales to Maynooth College	144
X. DEPARTMENTAL NOTICES—1. Public Library Books, School Maps, Apparatus, and Prize Books. 2. Pensions to Common School Teachers. 3. Indistinct Post Marks	144

PROGRESS OF EDUCATION IN UPPER CANADA.

Extracts from the Chief Superintendent's Annual Report for 1860.

COMMON SCHOOLS.

As required by law, I here present my Report on the condition of the Normal, Model, Grammar and Common Schools of Upper Canada, for the year 1860. The depression arising from two years' failures of the productions of husbandry, and commercial disasters, deeply affected this as well as the preceding year; yet the total amount of receipts for Common School purposes in Upper Canada was $1,324,272, being an increase of $14,452 over the aggregate receipts of the year 1859; and the aggregate receipts of that year were $65,331 in advance of those of the preceding year. The whole number of pupils attending the Common Schools in 1860, was 315,812; being an increase of 14,229 over the aggregate attendance of the previous year.

2. *Teachers.*—The whole number of Teachers employed during the year, was 4,281; increase, 46. The number of *male* Teachers employed, was 3,100; decrease, 15. The number of *female* Teachers employed, was 1,181; increase, 61.

3. *Schools.*—The whole number of school sections is 4,134—increase, 45. The whole number of schools reported as open, is 3,969—increase 51. The number of school sections in which there are no schools open, or from which no reports are received, is 165—decrease, 6.

The number of *free* schools is 2,602—increase 285. The number of schools reported as *partly* feee, 1,278—decrease, 185. The number of schools in which a rate-bill of twenty-five cents or less per month is charged to each pupil, is 89—decrease, 49. As remarked last year, these returns show the gradual and rapid advance of *free* schools; the establishment of them being the annual voluntary act of the rate-payers in each school division.

4. *Visits.*—The whole number of official *school visits* reported, is 64,807—increase, 1,624. By Local Superintendents, 8,849—increase, 110; by Clergymen, 5,967—increase, 341; by Municipal Councillors, 1,944—decrease, 51; by Magistrates, 2,226—increase, 35; by Judges and Members of Parliament, 319—decrease, 215; by Trustees, 20,325—decrease, 155; by other persons, 25,177—increase, 1,559.

5. *Religious Exercises.*—It appears that out of 3,969 schools reported, the daily exercises of 2,226 are opened and closed with prayer—an increase of 167; and the Bible or New Testament is used in 2,758—being an increase of 71.

Roman Catholic Separate Schools.—The number of schools reported is 115; increase, 10. The amount of Legislative Grant apportioned is $7,419. The amount of Trustees' local assessment or rate, is $14,805; increase, $1,374. The amount of local subscriptions and other sources, $9,408; decrease, $458. The total amount received, $31,360, (including Legislative Grant for previous years, paid in 1860); increase, $796. Amount paid to Teachers, $23,205, increase, $202; amount paid for maps, apparatus and prizes, $222; decrease, $129; amount paid for building and other purposes, $7,931; increase, $724. Number of pupils reported in the schools, 14,708; increase, 1,714.

GRAMMAR SCHOOLS.

1. *Moneys.*—Amount paid for masters' salaries, $64,005—increase, $24.41. Amount paid for apparatus, prizes and libraries, $1,866—increase, $159. Amount paid for building, rent and repairs, $6,037—decrease, $1,893. The amount paid for contingencies, books, &c., $5647—increase, $1998. The total expenditure for Grammar School purposes is $75,566—increase, $2,705. Balance over, $2,723; decrease—$2,727.

2. The total number of Grammar Schools is 88—increase, 7. The Bible or Testament is read in 60 schools—increase, 5.

3. *Pupils.*—The total number of pupils is 4,546—increase, 165. The number of pupils whose parents reside in the city, town or village of the Grammar School is 3,724—increase, 125. The number of pupils reported as in Grammar School subjects, 4,124—increase, 17. Number of new pupils admitted during 1860, 1,761—increase, 192. Of these, 1,547 had passed the

required entrance examination—increase, 62. Number of boys formerly attending Common Schools who were admitted free by scholarship, 143—increase, 57.

4. *Masters.*—The total number of masters employed in the schools during the year, is 127. The number of head-masters appointed during 1860, is 30. The number appointed under the old law, 6—decrease, 3. The number of head-masters who are graduates, is 59—increase 9; of these, 38 were educated at Provincial Universities, 16 at English, Irish or Scotch Universities, 4 at American Universities, and 1 at Giessen; 23 teach under the authority of Provincial certificates.

NORMAL AND MODEL SCHOOLS.

The year is divided into two sessions of five months each. The number of students or teachers-in-training, admitted into the Normal School during the first session of last year, was 158; the number admitted the second session, 132. The number of teachers to whom certificates were awarded on a lengthened paper examination at the end of the first session, was 96, at the end of the second session, 90.

THE FREE PUBLIC LIBRARIES.

1. The amount expended for *free public libraries* in 1860, was $5,289, being $516 less than in 1859. The number of libraries established was 57, and the number of volumes sent to these and to libraries established in previous years, was 9,072. The whole number of libraries established is 411. The whole amount expended for their establishment is $99,807, and the number of volumes contained in them is 186,658.

2. The number of *Sunday School Libraries*, according to the returns, is 1,756—increase 72. The number of volumes in these libraries is 278,648—increase, 1,741.

3. The number of *other public libraries* reported is 347—increase, 13. The number of volumes contained in them is reported to be 157,805—increase, 39,249. This large increase arises from a more full report being received of the libraries attached to various public institutions in Toronto, and from which it appears that there are about 34,400 more volumes in the city libraries than were reported for 1859.

The total number of school and public libraries in Upper Canada is reported as 2,514, and the number of volumes 623,111.

MAPS, GLOBES, AND VARIOUS ARTICLES OF SCHOOL APPARATUS; PRIZE BOOKS.

1. The amount expended for these purposes was $16,832—increase, $4,927. The number of maps of the World sent was 218—increase, 14; of Europe, 324—increase, 63; of Asia, 260—increase, 36; of Africa, 259—increase, 70; of America, 280—increase, 28; of Canada, 296—increase, 73; of Great Britain and Ireland, 401—increase, 138; of the Hemispheres, 219—increase, 87; of Classical and Scripture maps, 167—decrease, 6; other maps and charts, 339—increase, 55.

2. The number of globes sent out was 188—increase, 53; other school apparatus (different pieces), 1,946—increase, 763; number of sheets of object lessons, 12,746—increase, 3,328; number of volumes of prize books, 20,194—increase, 8,105.

SUPPERANNUATED COMMON SCHOOL TEACHERS.

The number of worn-out teachers who received aid in 1860, was 150. Of the 181 teachers whose applications for aid had been granted, 25 died, 3 were not heard from in reply to letters, 2 resumed teaching, and 1 withdrew from the fund. The average period of service of the remaining 150 is 21½ years, and their average age in 1860 was 66½ years.

EDUCATIONAL SUMMARY FOR THE YEAR 1860.

The total number of educational institutions of every description in Upper Canada reported was 4,379—increase, 5; the total amount expended in support of these institutions was $1,448,448; adding balance on hand the total amount available was $1,615,670—being an increase of $20,862. But the total number of pupils returned as attending the Common and Grammar Schools was 320,358—increase, 14,385; and an increase of 208 students and pupils attending other institutions, inclusive of the Normal and Model Schools. The aggregate amount available for the support of the Common, Grammar and Normal Schools, Supperannuated Teachers, &c., (not including other educational institutions), during the year, was $1,437,339—being an increase of $7,034, thus showing an increase of $13,828 on the amount expended in the support of other institutions.

GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN UPPER CANADA, FROM 1842 TO 1860, INCLUSIVE.

1. *Grammar Schools.*—The number of *Grammar Schools* in 1850, was 57; in 1860, it was 88. The number of pupils attending the Grammar Schools in 1850, was 2,070; in 1860, it was 4,546; though many hundreds were excluded from the Grammar Schools in 1854 by the regulations, which required an entrance examination—increased attendance in 1860 over 1850, 2,476. As the present Grammar School Law did not go into operation until 1854, no Returns of the amount provided for the salaries of Grammar School masters exist earlier than 1855. The amount provided for the salaries of masters in 1855, was $46,255; the amount provided for the same purpose in 1860, was $64,005.

2. *Common Schools.*—The number of Common Schools in 1850, was 3,059; the number in 1860, was 3,969—total increase, 910. The number of *Free* Schools in 1850, was 252; the number in 1860, was 2,602—total increase in the eleven years, 2,350.

3. The whole number of pupils attending the Common Schools in 1850, was 151,891; the number of pupils attending them in 1860, was 315,812—increase of 1860 over 1850, 163,921.

4. The total amount paid for salaries of Common School teachers in 1850, was $353,716; the amount paid for the same purpose in 1860, was $895,591—increase of 1860 over 1850, $541,875.

5. The amount expended for the building and furnishing of school-houses, libraries, apparatus, &c., in 1850, was $56,756; the amount expended for these purposes in 1860, was $264,183—increase of 1860 over 1850, $207,427.

6. The total amount expended for all Common School purposes in 1850, was $410,472; the total amount expended for these purposes in 1860, was $1,159,774—increase of 1860 over 1850, $749,302.

THE EDUCATIONAL MUSEUM.

1. Nothing is more important than that an establishment designed especially to be the institution of the people at large—to provide for them teachers, apparatus, libraries, and every possible agency of instruction—should in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the schools have been so established and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of students and pupils, and for the useful entertainment of numerous visitors from various parts of the country, as well as many from abroad, have been rendered as attractive and complete as the limited means provided would permit. Such are the objects of the Educational Museum.

2. This Educational Museum is founded after the example of what is being done by the Imperial Government as part of the system of popular education—regarding the indirect as scarcely secondary to the direct means of training the minds and forming the taste and character of the people.* It consists of a collection of school apparatus for Common and Grammar Schools, of models of agricultural and other implements, of specimens of the natural history of the country, casts of antique and modern statues and busts, &c., selected from the principal museums of Europe, including busts of some of the most celebrated characters in English and French history; also, copies of some of the works of the great masters of the Dutch, Flemish, Spanish, and especially of the Italian schools of painting. These objects of art are *labelled*, for the information of those who are not familiar with the originals, but a descriptive historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated, "that the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;" and the opinion is, at the same time, strongly expressed, that as "people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals," it is desirable, even in England, that those who have not the opportunity or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaelle and other great masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction, is in part the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of school grants, for the purpose of improving school architecture and appliances, and to promote arts, science and literature by means of models, objects and publications, collected in a Museum connected with this department.

3. The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears, from successive

* See my Annual Report for 1857, in which there is a full detail of what is done in England in this respect.

Reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds, in drawing, painting, modelling, &c. A large portion of the contents of our Musuem has been procured with a view to the School of Art, which has not yet been established, though the preparations for it are completed. But the Museum has been found a valuable auxiliary to the Schools; the number of visitors from all parts of the country, as well as from abroad, has greatly increased during the year, though considerable before; many have repeated their visits again and again; and I believe the influence of the Museum quite corresponds with what is said of that of the Educational Museum in London.

VISIT OF HIS ROYAL HIGHNESS THE PRINCE OF WALES.

The visit of His Royal Highness the Prince of Wales to the Educational Department on 11th September, forms a very gratifying feature in the year's operations. His Royal Highness was accompanied by His Grace the Duke of Newcastle, Her Majesty's Principal Secretary of State for the Colonies,—His Excellency the Governor General, and a distinguished suite.

GENERAL REMARKS.—PROGRESS OF THE SCHOOL SYSTEM DURING TEN YEARS, FROM 1850 TO 1860, AS COMPARED WITH THAT IN THE STATES OF MASSACHUSETTS, NEW YORK AND PENNSYLVANIA.

The remarks which I made in my last Report in respect to the Normal and Model Schools and Museum, equally apply this year, and need not be repeated. The preceding references to the Statistical Tables show the general and steady progress of the Schools during last year. In my Report for 1857, I gave a practical and comparative view of the principles, working and results of the systems of elementary instruction in Great Britain, Ireland and Upper Canada. In my last Report I instituted a short comparison between the School Legislation and the results of the School System of New York and Upper Canada. I will conclude this Report by a brief comparative view of the progress of our School System during the last ten years and that of three of the oldest and wealthiest States of the American Republic, and those in which School Systems have been long established. I refer to the States of Massachusetts, New York, and Pennsylvania.

The following Statistical Table has been compiled from official School Reports and other public documents:—

Number of Schools.		Time of keeping School open. Months and Days.		Population.		Percentage of increase of Population.	Children.		Percentage of increase of children.	At School.		Percentage of increase of children attending school.	Moneys Raised.		Increase per cent.
1850.	1860.	1850.	1860.	1850.	1860.	—	1850.	1860.	—	1850.	1860.	—	1850.	1860.	—
							UPPER CANADA.								
3059	3969	9.11	10.18	952004	1394013	47	(from 5 to 16) 259258	(from 5 to 16) 373589	45	151891	315812	108	$410476	$1324272	222
							MASSACHUSETTS.								
3749	4497	7.24	7.18	994514	1231500	24	(from 4 to 16) 215926	(from 5 to 15) 223714	4	182685	246419	35	$871351	$1465351	68
							NEW YORK.								
11397	11650	8.00	7.3	3097394	3851563	24	(from 5 to 16) 735188	(from 4 to 21) 1315900	79	794500	867388	9	$1766668	$4300675	145
							PENNSYLVANIA.								
8510	11577	5.00	5.5½	2311786	2924500	27	No return.	No return.	....	424344	585669	38	$955185	$2619377	175

From the Statistics of the foregoing table the following facts are worthy of notice:—

1. While the populations of Pennsylvania, New York and Massachusetts have increased respectively during the ten years, 27, 24 and 24 per cent., that of Upper Canada has increased 47 per cent.

2. The basis of School population returns in Upper Canada has remained unchanged, being from 5 to 16 years of age, that of Massachusetts has been changed from 4 to 16 to 5–15 years, and that of New York has been changed from 5–16 to 4–21 years. No School population returns are made in the State of Pennsylvania. With this change in the basis of School population returns largely to the advantage of the State of New York and to the disadvantage of Massachusetts; the ratio of increase of School population in the State of New York, during the decade, is 79 per cent., in Massachusetts 4 per cent., in Upper Canada 45 per cent.

3. The difference in the increase of attendance at the Schools is very remarkable. During the ten years, that increase in Pennsylvania is 38 per cent., in the State of New York 9 per cent., in Massachusetts 35 per cent., in Upper Canada it is 108 per cent.

4. In regard to the school moneys, the increase for the ten years in Pennsylvania is 175 per cent.; in the State of New York, 145 per cent.; in Massachusetts, 68 per cent.; in Upper Canada, it is 222 per cent. It is also to be observed, that in those States large cities are included, with which we have none to compare, and in which very much larger sums of money are provided for school purposes, in proportion to the population, than in counties. In the City of New York alone, the sum of $1,261,619* (more than one-fourth of that of the whole State) was expended in 1860 for school purposes. It is likewise to be noticed, that the greater part of the school moneys in these States (except Massachusetts) are provided from a permanent school fund and State taxes, while nine-tenths of the school moneys in Upper Canada are raised by the local Municipalities and Trustees. There is no State tax for school purposes, (beyond the comparatively small annual Legislative Grant) in Upper Canada. The working of our school system is chiefly with the local Municipalities and Trustees and not with the State.

5. The most remarkable difference in the development of School Systems, in the States mentioned and Upper Canada, is the greater length of time each year during which our schools are kept open, it being nearly twice as long as in Pennsylvania, and nearly three months longer than in the States of New York and Massachusetts.

6. In the three essential elements of school progress, the attendance of children at school, the length of the time the schools are kept open, and the increase of moneys provided for school purposes, Upper Canada has every reason of congratulation and encouragement. In these comparisons we have not referred to the comparative youth of our country or School System, or to our Normal School and Public Library Systems, and to the collections and facilities of our Department of Public Instruction to provide the schools with maps, apparatus, &c.; or to the examining and classifying teachers by County Boards according to a uniform standard, instead of their

* EXPENSES OF THE NEW YORK CITY SCHOOLS FOR 1860.

For Teachers and Janitors in Ward Schools	$703,928 70
Support of the Free Academy	47,728 53
Repairs to Free Academy	752 97
Support of Normal Schools	8,427 81
Support of Evening Schools	68,043 00
Repairs through the "Shop"	10,335 43
Supplies for Ward Schools through the Depository	64,350 31
Rent of School premises	18,278 80
Salaries of Officers and Clerks of Board of Education	25,734 60
Incidental Expenses of the Board	15,995 04
Apportionment to Corporate Schools	29,296 37
Amount apportioned for special purposes, including erection of School-houses, repairs, &c.	164,979 91
For pianos in Ward Schools	10,000 00
Miscellaneous	93,760 31
Total	$1,261,619 78

being examined as well as employed by Trustees. In all these respects, the advantage is admitted by the most experienced educationists in the United States, to be on the side of Upper Canada.

We have borrowed some features of our School System from our American neighbours, and we have endeavoured to improve upon whatever we have borrowed. Their writings, legislation and proceedings have furnished us with many useful hints; and we have been much assisted by their noble example in the general education of youth. Our institutions have afforded us peculiar facilities to apply the principles of free government and self-reliance in the working and extension of our School System, and the British Canadian energy and patriotism of the people have achieved the results which place Upper Canada in so honourable a position in comparison with other countries, and which are conferring such priceless blessings upon her youthful population. May God grant that the success and progress of the past shall but symbolize the greater success and progress of the future!

II. Papers on Practical Education.

1. THE PHILOSOPHY OF EDUCATION.

(From the Educational Equipment of the Trained Teacher. By the Rev. William Fraser, Paisley.)

It is now nearly three hundred years since, amid the deep gloom which the great plague cast over London, a goodly company sat dining in the quiet chamber of Sir William Cecil, Queen Elizabeth's principal secretary. Sir Richard Sackville, treasurer of the Exchequer; Sir Walter Mildmay, chancellor of the Exchequer; and the scholarly Roger Ascham, with some others, were there, making, we are told, "a company of so many wise and good men together as hardly there could have been picked out again out of all England beside." "I have strange news brought me this morning," said Cecil, "that divers scholars of Eaton have run away for a beating." The topic of discussion thus raised and prosecuted with great animation was the science of mind in relation to public instruction. The discussion is lost, but the fruit remains in Roger Ascham's "Schoolmaster," in which profoundly philosophic thought blends with the plainest and most practical directions. Although this strong intellect and kind heart gave impulse then to one of the most important themes with which statesmen or philosophers, having in view higher national life, may grapple, the subject was for more than a hundred years left untouched.

Nor does it attract much attention until Locke in his well-known work at last shed new light on the subject, and Milton gave to it the radiance of his genius. Another long silence. For nearly a century and a half the literature of education is a blank. Is not this simple fact sadly suggestive as to the interest taken by the higher minds of the country in the condition of the people? "Even Locke and Milton," truthfully observes Mill, "though men of great benevolence towards the family of mankind, and both men whose sentiments were democratical, yet seem in their writings to have had in view no education but that of a gentleman." Not until the commencement of the present century was there any attempt to secure the establishment of public instruction on a scientific, that is, on a natural basis.

The great value of Locke's treatise arises from the author's accuracy and acuteness as a metaphysician, and his attainments as a medical student; he united a knowledge of the two physiologies, mental and bodily, and was thus highly qualified for educational expositions at once philosophic and practical. The field then entered on has yet been but lightly traversed by British writers. Discussions on metaphysics and treatises on the structure of the body almost daily abound, but metaphysicians write with too exclusive reference to psychology, and physicians write with too exclusive reference to the physiology of the body; the one is too spiritual, the other too material; we need fresh works like those of Locke and Abercromby, occupying the same relation to present knowledge which they did to that of their time, shedding a fuller light on the now extended mutual relations of physiology, psychology, and ethics, and expounding the best means of a complete culture, bodily, intellectual, and moral. Meantime, it is obviously your duty to glean from physiologists, metaphysicians, and ethical writers, such hints as may be of practical value for this purpose; let me refer you for scattered suggestions to Dr. Wilson's "Five Gateways of Knowledge;" Morell's "Elements of Psychology," especially chapters iii. and vi.; Locke's "Essay on the Human Understanding;" Reid's "Inquiry into the Human Mind," in which throughout he deals with the senses; Stewart's "Elements;" and Brown's "Philosophy of the Human Mind," from the first to the fifty-second lecture. I, of course, do not mean that you are to waste time and strength on "insoluble problems" and profitless transcendentalisms, but that you master those processes and laws of feeling, thought, and habit, about which comparatively little discussion is raised, and that you may map out distinctly, and measure for yourselves, those ultimate principles on which the art of education depends. The study, though, at first, to some of you uninviting, and to all, fruitless in *materiâ* for school-work, will ultimately prove invigorating and instructive, and bring its own rich rewards. There are other treatises which no accomplished trainer will leave unstudied, because connecting the strictly philosophical with the directly practical. I may specify Locke's "Thoughts on Education;" Richter's "Levana;" Pestalozzi's "Gertrude;" Stow's "Training System;" "Home Education," by Isaac Taylor. Many passages of great beauty and philosophic breadth lie scattered through the Inspector's "Reports," but the labor of searching through the blue books, in which they are entombed, reminds us of the toils for the buried treasures of Herculaneum and Pompeii. A volume of extracts from these reports has been published, containing many ennobling thoughts which will amply repay perusal, but many, perhaps still richer, have since been added, and should also be separately published.*

But the best volume, guiding to a sound practical philosophy of moral training, is the mass of your own scholars. You must individually and closely study the character of each pupil. Mental life is seen in the school-room, moral character in the play-ground, bodily conditions in both; all must be closely examined, separately and in combination. The peculiarities of memory; the laws of suggestion by which facts and truths are associated and recalled; the processes of reasoning, whether slow or rapid; the presence or absence of imagination; the apathy, sensitiveness, or vigour of conscience; the coldness or excitability of the disposition; the nervousness, slowness, or passionateness of bodily temperament, and other evidences of life and character, must be closely and continuously scrutinized and weighed, in order to an effective training of the young entrusted to your care. It is only by the wide diffusion of such regular investigations, sympathised in and systematically sustained by the teacher himself, that uniform results and unquestioned generalizations may be obtained. The teacher's claim to recognition as a learned profession can never be honoured until they resolutely establish a scientific basis, or elaborate a higher philosophy of education, that will at least win respect for the scholarship, which supplies its elements, if not assent to the conclusions which it proclaims. The deep responsibility of your office, in connexion with its profounder studies, and its most ennobling applications in art, cannot be more distinctly unfolded than in this well-known passage:—

"There is another art, however, to which knowledge of the intellectual and moral nature of man is still more important—that noble art, which has the charge of training the ignorance and imbecibility of infancy into all the virtue, and power, and wisdom of mature manhood—of forming, of a creature, the frailest and feeblest perhaps which heaven has made, the intelligent and fearless sovereign of the whole animated creation, the interpreter, and adorer, and almost the representative of the Divinity. The art, which performs a transformation so wondrous, cannot but be admirable in itself; and it is from observation of the laws of mind, that all which is most admirable in it is derived. These laws we must follow indeed, since they exist not by our contrivance, but by the contrivance of that nobler wisdom, from which the very existence of the mind has flowed; yet if we know them well, we can lead them, in a great measure, even while we follow them. And, while the helpless subject of this great moral art is every moment requiring our aid,—with an understanding that may rise from truth to truth, to the sublimest discoveries, or may remain sunk for ever in ignorance, and with susceptibilities of vice that may be repressed, and of virtue that may be cherished,—can we know too well the means of checking what is evil, and of fostering what is good? It is too late to lie by an indolent indulgence of affection, till vice be already formed in the little being whom we love, and to labor then to remove it, and to substitute the virtue that is opposite to it. Vice, already formed, is almost beyond our power. It is only in the state of latent propensity, that we can with much reason expect to overcome it, by the moral motives which we are capable of presenting; and to distinguish this propensity before it has expanded itself, and even before it is known to the very mind in which it exists,—to tame those passions which are never to rage, and to prepare, at a distance, the virtues of other years,—implies a knowledge of the mental constitution, which can be acquired only by a diligent study of the nature, and progress, and successive transformations of feeling. It is easy to know, that praise or censure, reward or punishment, may increase or lessen the tendency to the repetition of any particular action; and this, together with the means of elementary instruction, is all which is commonly termed education. But the true science of education is something far more than this. It implies a skilful observation of the past, and that long foresight of

* *Extracts from Inspector's Reports.* Longman, 1854.

the future, which experience and judgment united afford. It is the art of seeing, not the immediate effect only, but the series of effects which may follow any particular thought or feeling in the infinite variety of possible combinations—the art often of drawing virtue from apparent evil, and of averting evil that may arise from apparent good. It is, in short, the philosophy of the human mind applied practically to the human mind; enriching it, indeed, with all that is useful or ornamental in knowledge, but at the same time giving its chief regard to objects of yet greater moment; averting evil, which all the sciences together could not compensate, or producing good, compared with which all the sciences together are as nothing."—*Brown's Philosophy of the Human Mind.*

2. SPECIAL HINTS RESPECTING ARTICULATION.

The following points should be attended to with respect to articulation.

1. Let the class repeat a few words daily, loudly and distinctly, taking them promiscuously from the spelling or reading lesson, and let the attention, in such exercises, be wholly confined to the pronunciation of the words.

If there are any sounds that are incorrectly pronounced, words containing such sounds should be selected, and the repetition should be continued until the evil has been remedied.

2. Let every child open his *mouth well* when repeating the sound of a letter or word. The word or letter should be repeated three or four times in succession, before proceeding to another. This is necessary to form the habit.

3. The exercises should be gone through, first, simultaneously, then individually. The individual examination discovers if the pupils have individually mastered the sounds which they were capable of executing simultaneously.

4. Care should be taken that none but dental letters are sounded through the teeth; and in the enunciation of *s. th.* etc., unless the tongue is in its proper position, the habit of lisping will be formed. It will be found that lisping, as regards the letter *s* or soft *e*, is occasioned by putting the tongue too far *forward*, and may be cured by carefully practising children in words beginning with *s*. Again, where they are apt to sound *s* like *th*, let them pronounce a word ending in *th*, as both, and then draw in the tongue, and shut the teeth, and they will pronounce *s* correctly. Lisping, and other faults are often occasioned by a *web* or *string* under the tongue, which may be removed by the physician's lancet.

5. See that they do not speak too fast, for defective articulation frequently arises from this habit. Time is not given for the organs to form the correct sounds, and habit confirms this false mode of proceeding. The great rule is—"Take time."

Deliberateness or *slowness* is the medium between *hurry* on the one hand, and *drawling* on the other, both of them faults of a grave character. The former produces a mass of crowded and confused words which make no distinct impression on the ear, and leave no intelligible trace on the mind; the latter causes the voice to lag lazily behind the natural movement of the mind's attention, with an unmeaning and disagreeable prolongation of sound, which takes away the spirit and the significance of speech. The degree of slowness required for an accurate and distinct enunciation, is such as to leave sufficient time for the true and complete formation of every sound of the voice, and for the deliberate and regular succession of words and syllables, but is free from any approach to langour and drawling.

6. It is of the utmost importance that the prepositions, conjunctions, and articles should be clearly and distinctly repeated. Unless this be done, the terminal letters will be cut off, and the one word so run into the other, that it will be almost impossible to tell the words that are read.

7. The habit of opening the mouth well, articulating each syllable distinctly, reading slowly, and resting firmly on the consonants, if carefully attended to in the early stages of a child's education, will do away with that mumbling and indistinctiveness so prevalent in schools.

8. Every impediment in speech may be traced to the imperfect enunciation of the articulate sounds. There are some whose utterance appears as a cluster of unwieldy consonants, thrust forward with the utmost difficulty, and scarcely allowing one vowel to soften the tone and relieve the organs. Let those who have such impediments be taught to open their mouth, with the utmost freedom, in pronouncing the vowels. Let them acquire that full and graceful swell, which results only from the proper action of the lips, tongue, and jaw.

9. Others, who are not accustomed to expel their breath with the same freedom through their nostrils as through the mouth, pronounce the nasals *m*, *n*, and *ng*, very imperfectly, which produces that dull, disagreeable sound, which we call *speaking through the nose*. This term is, however, incorrect, because it is the defect of *not* speaking through the nose which occasions that impropriety in articulation. The reader who does so should accustom himself to breathe solely through the nostrils by shutting his mouth. This practice will widen the cavity, and strengthen the muscles of the nasal passage.

10. Some can pronounce each of the articulations when taken separately, but when they are combined into certain words, and these words are in certain situations, they can hardly utter them, even after repeated efforts. They *stutter* or *stammer*, and this generally takes place at the letters t, p, h, b, d, or g, in certain positions. "*Stammering* is caused by attempting to speak with *empty lungs*. The method of cure then is, to keep the lungs well filled, to draw frequent long breaths, to speak loud, and to pause on the instant of finding embarrassment in the speech, taking a long inspiration before going on again."—*Graham's Art of Reading.*

3. VOCAL MUSIC IN SCHOOLS.

The effect of music is proverbial. In a school it has a tendency to promote cheerfulness and to help discipline. It also furnishes a very pleasant relaxation from study. Wherever it has been faithfully and systematically tried, with well qualified instructors, it meets with general commendation. To unite in singing at the opening of a school seems to compose the mind and fit it for study; and to sing at the close of the school, when the perplexities and duties of the day are over, tends to allay all irritable feeling; to unite hearts; to bring rays of sunshine to clouded countenances, and make the associations of the school-room pleasant and inviting. * * * * These, and other considerations, favor the cultivation of vocal music in our schools. It has been found by experience in many places that such cultivation, judiciously managed, promotes rather than hinders advancement in other branches."

Now, it may not be in the power of every town to furnish a separate teacher for this department; we would therfore suggest to our fellow teachers, and especially to young teachers and those pupils in our higher schools who expect to enter the profession, whether, at no distant day, our school officers may not expect of them the ability to instruct, to a certain extent, in the art of music. As the character of our schools improves, and their standard of excellence becomes more and more elevated, as we trust it is fast becoming, will not even a thorough and systematic instruction in music, especially in vocal music, be not only desired but demanded? It is rather our duty as teachers to qualify ourselves in advance of the demand, and thus labour ourselves to elevate the standard than to remain content even before the popular idea of excellence, and finally be forced up to it by sheer necessity, or be dropped out of the foremost ranks.*—*P. S. in Maine Teacher.*

III. Papers on Religious Education.

A PLEA FOR SUNDAY SCHOOLS.

"And these words, which I command thee this day, shall be in thy heart: and THOU SHALT DILIGENTLY TEACH THEM TO THY CHILDREN, and shalt talk of them when thou sittest in thine house and when thou walkest by the way, and when thou liest down and when thou risest up. —DEUT. vi. 6, 7.

THE Sub-Committee on Sunday Schools, of the St. James' Young Men's Christian Association of Toronto, (with the concurrence of the Clergy and Teachers of the Schools,) affectionately desire to present to parents and others, the following brief extracts in favour of Sunday Schools, from a recent work by the Rev. Dr. TYNG. This eminent Christian Minister is Rector of St. George's Church, in the City of New York. At the request of a friend, he has lately published a most valuable work, entitled "*Forty Years' Experience in Sunday Schools.*" This book is filled with an interesting detail of personal experience in these schools, and is interspersed with numerous illustrative examples of the power of God upon the youthful heart, and of the signal fruits of Sunday School instruction in the after-life of the scholars. Feeling that testimony so clear and decisive from so distinguished a source would far outweigh anything which the Sub-Committee could themselves urge, in favour of the incalculable advantages of Sunday School instruction, they submit the following extracts to the prayerful consideration of the parents of children connected with the congregation of St. James' Cathedral, in

* For list of Music books, sheets and requisites, see Journal of Education for last February, page 33.

this city, with a view to induce them to send their children to the Sunday Schools. Out of so large a congregation, it is to be regretted that so many children are kept back from the advantages of instruction in these "Nurseries of the Church," and from that intimate religious association of pastor and parent, of teacher and child, so conducive to the vitality and growth of personal and social religion, and of those benevolent religious principles and feelings which underlie all the noble Christian enterprises for the advancement of Christ's kingdom, which are the glory of our own times. Dr. Tyng says:

"Forty years' active interest and intelligent consideration connected with our Sunday Schools, have convinced me more and more of their value and efficiency as an instrument of blessing to the Church of God," p. 26.

Remarking upon the practical value of Sunday School teaching, he says:—"I desire to record my testimony as the result of my whole experience, that, in my judgment, there is no department of Christian labour more vitally influential upon the triumphs of the Gospel—more remunerative in its immediate results of blessing to the soul engaged—more effective in maintaining and enlarging the best interests of the Christian Church and the most efficient operation of the Christian ministry," pp. 27, 28.

"When I survey the actual results of blessing which I have witnessed under this one great head, I have much reason to bear my testimony that God has never failed to bless his Word, thus faithfully ministered, in some degree. I certainly have never seen the fulness of these spiritual fruits which I have desired. Yet I have not been without frequent proofs of the love and presence of God as a Saviour among us in the conversion of our children. In the thirty-one years during which I have now been a city pastor, and personally connected with large schools, I have received to the Lord's table over three hundred youth of both sexes, directly from the Sunday School. And I have no doubt I might with equal truth add two hundred more, uniting with us from the resulting influence of previous Sunday School instruction," pp. 30, 31.

"But apart from these absolute advantages of spiritual knowledge, we confer benefits in our Sunday Schools of immense value, and to be considered secondary only in comparison of the first and highest of all blessings to man. We gain the affections of children on the side of the gospel, and its institutions and instruction. Everything connected with religion assumes an attractive and agreeable aspect, and approaches them under a new and most subduing form. The love and kindness of a faithful teacher kindle a glow of personal affection and tenderness, sometimes hardly second to any other. To be the object of constant affectionate approach and address—to hear the language of tenderness and friendly salutation only and always, awakes a living and often an entirely new spirit in a youthful mind." "How often have I known a dying child exclaim, 'Oh! send for my teacher; I want to see my teacher,'—and this in repeated cases of even infant scholars, supposed too young to have derived deep and lasting impressions from this relation," pp. 51–53. "Now, I say it is all but an infinite blessing thus to attract the youthful affections around the Sabbath and the study of the Word of God. Public worship and the privileges connected with the sanctuary are thus imbedded in the youthful habits and tastes," p. 54.

"Now, teachers can trace this influence and its effects in every Sunday School in our land, in which the Word of God is simply and faithfully taught. And it is an influence only to be gained in Sunday Schools. *Domestic religious teaching can never confer these agreeable associations to the church, the pastor, or the Sabbath.* On the contrary, the most earnest of Christian parents have always found the family Sabbath work a hard work—and the Sabbath family teaching a wearying teaching. Well do we, who passed our youth with only the teachings of a Christian home, realize this," pp. 55, 56. "There are needed, for the best instructed, all the additional facts of provision which our Sunday Schools have given us—not to supplant, but to supplement domestic teaching, and the care and nurture of a Christian home. And the wisest Christian parents now fully understand this. The attempt to create a rivalry or antagonism between parental domestic teaching and the teaching of the Sunday School, is evidence to us only of ignorance of the subject. The one may give the advantages of solitary religious teaching: the other engrafts upon this, and adds to this the social benefits and opportunities of pleasant religious relations and religious influences in association. Accordingly, the perfect scheme and the perfect operation are only to be found in the combination of the two, I have had the contrast in families equally under my pastoral care. And I have sadly felt the impossibility of gaining the affection of children whom I had with me in no other relation than the family. Many families I have seen who were fixed in the sentiment that the Sunday School was not needful for their children, and that even greater benefits would be lost by sending them thither. The simple result has been, that these children, though in some cases belonging to Christian parents, and, I believe, conscientiously instructed at home, have grown up free from any influence of mine, or of the ministry, or of desire therefor, and, as a rule, voluntary strangers in maturity, to the blessings of a day and a Church which they had never been accustomed to love in their youth. I have mourned over this error, with exceeding sorrow—longing to see every child and youth in the Church in actual, constant connection with blessings which I have been perfectly convinced could elsewhere never be supplied. I would entreat Christian parents to feel and to consider rightly upon this subject; and, while in their prayers and efforts at home and in secret, they seek for the highest spiritual welfare of their children, to perceive and acknowledge how blessed and valuable is that helpful agency which the good providence of God has prepared for their aid and success in the Sunday School. Here are advantages in which they are vitally interested. Let them adopt them, and seek a divine blessing upon them, for their own households, rejoicing in their connection with churches and ministers, where such faithful teaching is arranged, and privileges so precious for youth are prepared," pp. 56–59.

---

2. THE DUTY OF PARENTAL RELIGIOUS INSTRUCTION.

Jehovah said to his ancient people, the Jews, "These words which I command thee this day, shall be in thine heart; and thou shalt *teach them diligently unto thy children*, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up." This command made it binding *on them* to instruct their children in the truths of God, and surely no one will say it is less so with us, to whom this injunction is now addressed; to whom Jehovah has so much more perfectly revealed his will, and who have been made the recipients of richer blessings. To us He has made known truths of the most instructive character, which are admirably adapted to engage, to elevate, and guide the youthful mind.

Search all the books that are provided to interest and instruct the young, and amidst the almost innumerable multitude, you will find none that will compare with the Word of God. Its biographies of the wise and good are inimitably simple, comprehensive, and beautiful. Its examples of the different results of virtue and vice are strikingly adapted to affect the heart. Its histories are unequalled, and such as cannot be found in any uninspired book. Its moral precepts and narratives enlist the conscience, and illuminate the soul. And its profound doctrines, such as the creation and the fall of man; the character and work of Jesus; the evil and the consequences of transgression; the necessity for repentance and regeneration; the way of justification by faith, and meetness for heaven; the solemnities of judgment; the immortality of the soul; the eternal punishment of the wicked, and the endless happiness of the righteous;—these are worthy of an angel's powers, and yet they are so presented as to be within the comprehension of a child; and when simply illustrated, and pointedly applied, they will deeply engage and impress the youthful mind.

Whatever is necessary to lead a child to purity and vigour of thought—to goodness and amiability of temper—to integrity and disinterestedness of action—to high and holy aims—and to happiness and usefulness on earth, with eternal glory in heaven—is found in the invaluable Word of God. It is the divine storehouse of all that is interesting and precious—of all that is adapted to mould and sanctify the character of man.

With such a volume, so divinely adapted to renew the soul, nothing could be more reasonable or just than the command for

parents to instruct their children in its truths. It is, in fact, an expression of Divine kindness; for, so keen and inquisitive are the perceptions of children—so quick and tender are their susceptibilities—and so strong and lasting are their impressions—that such instructions will leave an indelible impress on their souls. They cannot, whatever may be the character of their subsequent lives, be entirely forgotten; but they will exert a restraining, if not a governing influence.

Parents, in fulfilling this requirement, you bless both your children and yourselves. You fortify their minds against the seductive snares of sin; you surround them with moral barriers, which, through the grace of God, will be impenetrable to all the temptations of Satan; and you prepare them to record with gratitude, in after days, your lessons, and to utter their fervent blessings on your memories.

A distinguished minister said, a few years since, respecting the instructions of his mother—"To this moment I recall the soft, kind manner of a mother, who early left her orphan child for a brighter and more congenial scene. Even now my mind turns to its perplexity, when 'I thought as a child.' I can renew my objection, and urge my doubt, and still do I seem to hear her gentle voice, to gaze on 'the meek intelligence of those dear eyes,' while she checked the improper sentiment, and relieved the painful apprehension. Her instructions are as deeply traced on the memory as her features, and as easily recalled as her tones. She told me why the Saviour must die, though the Father was pleased to forgive; and from her I learnt the rudiments of that sacred science, which, with all my neglects, I have never, from that hour, refrained to cultivate, or forborne to pursue. It may be weak to say it, but if I can claim any theological taste or store, I owe it all to her. Feeble is the tribute I can pay to her excellence, nor had it been obtruded, but to illustrate the principle of domestic instruction.

Parents, go and do likewise. Say not you do not possess the knowledge, for in the Bible you have vast stores of heavenly wisdom. Say not you are unprepared for it, for attention will soon fit you for its appropriate discharge. Say not that they are religiously instructed in the Sabbath-school, for this will never relieve you of the obligation to meet their spiritual wants. Say not that you have not time, for this is even more important than working for their daily bread. This respects their duty both to God and man. It concerns their bodies and their souls. It relates to their present and eternal interests. It will, with the blessing of the Holy Spirit, secure to them the favour of Jehovah, and invest them with invaluable and eternal wealth. If you have not yet commenced the discharge of this hallowed duty, begin to-day. If you have never studied the precious Bible for this purpose, be persuaded, by the love you bear your offspring, and the solicitude you feel for their welfare, to begin *now*. They need the bread of life, and God has commanded you to feed them with it. Oh, do not withhold from them this indispensable boon. Do not, with the means of spiritual nourishment in your hands, let them sink to everlasting death. Be not the instruments of their ruin. Gather them around you, and read to them the lessons of holy truth. Speak to them, with affection and earnestness, of the will of God. Urge them to obey it. Commend them in solemn prayer to Him, and you will soon find the exercise a blessing to yourselves and to them.—H. J., *in British Mothers' Journal.*

---

3. EARLY RELIGIOUS CULTURE: OBJECTIONS CONSIDERED.

Some think it a small and trivial matter to instruct children in the Bible. They think they are incompetent to understand it, and that the place they occupy in society is not so important as to make them the subjects of such particular attention. But such views are entirely fallacious. Children are not incompetent to understand the Bible. The bible is a book beautifully adapted to the expanding powers of the human mind, in its *youthful state.* It awakens the religious susceptibilities; it presents the knowledge of God, and excites sentiments of devotion; and it impresses the duty of obedience to divine authority. Children early get some correct idea of God's power, wisdom, goodness and mercy. They learn who created, and who upholds all things; from whom they derive their being, and upon whom they are dependent for life, health and every earthly blessing. They learn the fact of their possessing a sinful nature, and the need of the renovating, restraining, and guiding influence of the Holy Spirit upon their hearts. They are capable of understanding the necessity of prayer, not as a formal service, but as a religious act; and they are capable of understanding all their moral duties, which are here distinctly set forth—such as obedience to parental authority, domestic concord, truth, justice, mercy, and forgiveness.

These things cannot be learned too early; the sooner they have possession of the mind the better, and the more likely it will be that they become permanently settled there. Every one of these truths comes within the range of the youthful intellect. By acquiring them every right feeling is stimulated; and it is the early developement of the religious feelings and moral sentiments that prevents the inroad of evil thoughts and corrupt practices. Let these once gain possession and they will be likely to maintain their ascendency; for evil thoughts and feelings hold their sway with an unyielding tenacity, as they find a secure lodgment in the native depravity of the human heart. Parents cannot, then, be too early in instilling divine truth, nor must they remit the performance of this duty, for "an enemy" is always waiting an opportunity to sow the seeds of every vice and will improve whatever time they allow him.

As to the other objection, that the place children occupy in society is not so important as to make them the subjects of such particular attention, I have given form to this objection, that its impropriety might be distinctly seen. It does not need to be discussed. We need but to think in how few years those who are now in the period of youth will attain to manhood. They who are now young will soon give direction to the manners, and morals, and the religion of the land. See, then, the beauty of inspired wisdom in the teaching of Moses, to "command your children to observe to do all the words of this law. For it is not a vain thing for you; because it is your life." (Deut. xxxii. 46, 47.) The perpetuity of all that is good depends upon it. Ah! how soon will a moral death-blight fall upon the land, if the children are neglected? The progress in every thing that is good, depends on our rearing up a wiser and better generation than that which now is.

It may be true that we cannot make them perfect; the depravity of the human heart forbids us to hope for this. But shall we neglect what we can do, on that account? This is the excuse of a man who learns nothing, because he cannot know every thing; it is the excuse of a man who lays up nothing because he cannot become rich. But even this obdurate element of the human heart has not the power to withstand the divine agency of the Holy Spirit, which is promised in answer to our prayers, to give success to our efforts. This is the way we are to expect religious sentiments to spring up in the mind; this is the way we are to nurture and strengthen those principles upon which depend purity of heart, propriety of conduct, domestic peace, social order, salutary laws, and good government. They all have their origin in the Bible; and does not all temporal prosperity which is conducive to real happiness, spring from the existence of these principals? Surely, then, "it is no vain thing; it is for your life," that these duties be faithfully performed.

But some may be discouraged because they accomplish so little—because their progress is so slow, and their work is to be continued so long. But is not all permanent growth advanced by the same process? Is it not the constant accumulation of minute particles that rears the stately tree and fills the majestic river? The most perfect works of art in painting, statuary, poetry, and architecture, are the production of skill and long continued perseverance. Labour and care are necessary for almost every thing that is good. There are but few valuable fruits and grains that spring up spontaneously from the earth; they must have cultivation. Let us not, then, be discouraged or think it a waste of time, though our progress is slow, and sometimes difficult. You cannot perceive the growth of the grain from one day to another; but yet there is growth, and a ripe maturity, when the season for it arrives. Let us, then, not distrust the laws of God's providence in sowing the seed of divine truth, nor weary in our work. "In due season," we shall reap a rich and bounteous harvest from that field of the human heart, if it is well cultivated through the period of its early youth.—Rev. J. M. Van Buren, *in British Mothers' Journal.*

---

4. A CHILD'S FAITH.

"I'll come! I'll come!" A little girl of eight years was speaking,—not to us, but to some one we could not see.

We were sitting by her bedside, gazing upon a scene which only parents can appreciate. We knew, though we could not see him, that an angel was there waiting till the silver cord should be loosed which bound the precious treasure to our hearts and our home on earth.

Perhaps he had whispered to her that he was commissioned to take her back to Him who had lent her to us, and this might have been her reply.

"Where will you come?" asked her mother. She opened her eyes, gazed around but made no answer. "Will you come to Jesus? Where is he?" "In heaven." "Oh yes, I've *prayed* to him;" and so she had. A few minutes before, she had crossed her little hands on her breast, and looking up to heaven, her countenance radiant with the light which seemed to be streaming on it from thence, she said, "O Lord Jesus Christ, make me like thee, and take me to dwell with thee when I die."

With the same confiding love with which she had often made re-

quests to her father, which she knew he would delight to grant, she gave this holy desire wings, and sent it up to her Father in heaven, and quietly her soul rested in the belief that this great matter was all settled. And this was true. Before she lay on that bed of sickness, she had mourned over her sins, and sought forgivness through Christ, and now, with faith and confidence, she had committed her soul to him, and she knew he would keep it.

She turned gently on her side, placed one little hand under her head, clasped a little handkerchief with the other, and laid it on her breast, gazed for an instant fondly on those she had so dearly loved on earth, whispered their names,—then closed her eyes, and the angel took her in his bosom; and as he bore away from us one of the fairest flowers of earth, we could almost hear her sweet voice singing, as she vanished from our sight, the song which had been on her lips for months:—

"Do not detain me, for I am going
To where the streamlets are ever flowing!
I'm a pilgrim, and I'm a stranger,
I can tarry, I can tarry but a night."

—*The Child at Home.*

JOURNAL OF EDUCATION, Upper Canada.

TORONTO: SEPTEMBER, 1861.

*** Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases where so many letters are received (nearly 1,000 per month) on various subjects.

MODEL GRAMMAR SCHOOL FOR UPPER CANADA.

In filling up the vacancy which has occurred in the Rectorship of the Model Grammar School for Upper Canada, the Council of Public Instruction determined to select a Rector from the most distinguished and successful grammar school teachers of the country. The appointment has therefore been offered to the Rev. William F. Checkley, A.B., T.C.D., Head Master of the Barrie Grammar School, and has been accepted by him. Mr. Checkley has also been appointed one of the Inspectors of Grammar Schools, and one of the Examiners of Candidates for Grammar Schoolmasterships, in place of his predecessor in office.

Since 1857, Mr. Checkley has sent from the Barrie Grammar School twice as many pupils to the Toronto University who have obtained Scholarships at Upper Canada College, though the Barrie Grammar School has received less than a thirtieth part of the public aid which has been received by the U. C. College. Many pupils have been sent to Mr. Checkley's school from Toronto itself, as well as from other parts of the Province. It appears that before the establishment of the Model Grammar School, Mr. Checkley had introduced its chief excellencies into his own school. As a colonist by birth and early education, as an earnest and affectionate friend of youth, as a scholar and most successful grammar schoolmaster, Mr. Checkley, with the aid of able colleagues, will devote his best energies (being now only thirty-seven years of age) to the perfection of the Model Grammar School, in sympathy with the Grammar Schools and Grammar School System of the country. Steps will be immediately taken to give effect to one of the great public objects of the Model Grammar School, namely, to afford the same facilities for the practical training of masters and assistant masters for Grammar Schools as are now afforded, for the training of Common School Masters.

It is to be remarked, that the residents of all the Counties and Cities in Upper Canada have an equal right to the Model Grammar School—three applications from each having the priority over all others in filling up the prescribed number of one hundred pupils.

The next Term of the Model Grammar School will commence Monday, the 16th September. Applications for admission, or for further information, to be addressed to the Chief Superintendent of Education.

COURSE OF INSTRUCTION IN THE MODEL GRAMMAR SCHOOL FOR UPPER CANADA.

In establishing the Model Grammar School, the Council of Public Instruction had a twofold object in view: To exhibit the best system of Grammar School organization, discipline, and teaching; and to train Masters and Assistant Masters for the Grammar Schools of the Province.

A successful commencement has been made towards accomplishing the former of these objects. It is now proposed to perfect what has been begun as a Model Grammar School, and to make it effective as a Training Institution.

It is to be remarked, that the residents of all the Counties and Cities in Upper Canada have an equal right to the Model Grammar School—three applications from each having the priority over all others in filling up the prescribed number of one hundred pupils.

REGULATIONS FOR STUDENTS WHO INTEND TO BECOME GRAMMAR SCHOOL TEACHERS.

1. No fees will be charged to Students admitted in this department; and each Student, if approved at the end of each term, may be assisted during one year to the amount of a dollar per week towards the payment of his board.

2. Each Student must sign a declaration of his intention to become a Grammar School Teacher in Upper Canada.

3. Graduates of Universities in Her Majesty's dominions will be admitted without examination, and be aided by such instruction and practice as may qualify them for the special duties of organizing, teaching, and managing a Grammar School, and will receive a certificate and aid accordingly.

4. A Student who is not a graduate of some University in Her Majesty's dominions, must be at least twenty years of age, and must pass an entrance examination in the subjects for matriculation in Arts, in the Provincial University. These subjects are as follows:

Greek and Latin Languages.

Xenophon's Anabasis, B. 1. | Virgil, Æneid, B. 2.
Sallust, Catilina.

Translation from English into Latin Prose.

Arithmetic, Algebra, and Geometry.

Ordinary Rules of Arithmetic. | Extraction of square root.
Vulgar and Decimal Fractions.

First four Rules of Algebra (Colenso's Algebra.)
Euclid, B. 1. (Colenso's Edition of Simson's.)

Modern Languages.

English Grammar.

History and Geography.

Outlines of English History to the present time. (White's History of Great Britain and Ireland.

Outlines of Roman History to the death of Nero. (Schmitz's Manual of Ancient History.)

Outlines of Grecian History to the death of Alexander. (Schmitz's Manual of Ancient History.)
Schmitz's Outlines of Ancient Geography.
Outlines of Modern Geography.

He will receive instruction in all the subjects required by law, to qualify him for the Mastership of Grammar Schools; as also in the best methods of teaching and managing Schools. Each Student on his leaving the School will receive, if approved, a certificate from the Rector, in addition to his legal certificate of qualifications from the Committee of Examiners, according to his attainments and merits.

Applications for admission to the Model Grammar School, whether as ordinary Pupils or as Students in Training, are to be addressed to the CHIEF SUPERINTENDENT OF EDUCATION.

REGULATIONS FOR ORDINARY PUPILS.

The course of study extends over five years, and embraces all the branches of education contemplated by law to be taught in the Grammar Schools. It will be sought, however, to secure thoroughness rather than great variety in the instruction given; and no pupil will, on any account, be promoted from a lower to a higher class until he is perfectly competent to proceed with it in every subject of study.

The qualifications for admission are: That the candidate shall at least be nine years of age, and shall pass a satisfactory examination in Reading, Spelling, Writing, Arithmetic (to Simple Proportion), the outlines of Geography, and English Grammar,—the basis of all instruction in languages.

Pupils will be admitted at the commencement of any term; but Junior Pupils should enter in September, in order to join the new class annually formed in that month.

One hundred pupils only will be received, as this number is deemed sufficient for the objects of the Institution; and it is desired that the Masters should pay that attention to the character and habits of individuals, which would be impossible in a larger School.

The discipline will be strict and parental. It will aim at the prevention rather than the correction of irregularities; and seek to influence by motives of religion, honour, and self-respect,—not of fear. Personal neatness will be insisted on; and every effort will be made to induce a high tone of feeling, and to cultivate openness and manliness of conduct among the pupils.

In addition to a spacious and lofty hall, with appropriate class-rooms, the School-house possesses a well-furnished Library and Laboratory, together with the necessary lavatory, anterooms, &c. The furniture is of the most recent and approved description.

The Play-ground is large, and contains an excellent Gymnasium, with two covered Sheds, which afford ample room for exercise in bad weather.

Each parent will be informed monthly of the conduct and progress of his child in all his studies.

TERMS AND ADMISSION FEES.

There are four Scholastic Terms in the year, as follows:—

WINTER TERM—From the 7th of January to the Thursday before Easter.

SPRING TERM—From the second Monday after Good Friday to the fourth Friday in July.

SUMMER TERM—From the end of the long Vacation to the 31st of October.

AUTUMN TERM—From the 1st of November to the 22nd of December.

The following are the Admission Fees:

For one Pupil—*Ten* dollars per term, payable in advance.
For two Brothers—*Eight* dollars each per term, ditto.
For three or more Brothers—*Six* dollars each per term, ditto.

These fees are payable at the Education Office, before admission to the School.

The Rector has provided excellent accommodation in the immediate vicinity of the School, for the reception of a limited number of Boarders. He has also engaged the services of a Resident Master, to *aid* in giving them *individual instruction* during the hours of morning and evening study.

Pupils will also be allowed to board in any private family, at the request of their parents.

NOTICE TO GRAMMAR SCHOOL MASTERS.

The vacations in the Model Grammar School have been altered, so as to allow an opportunity to Grammar School Masters of visiting the School during their own vacations.

NOTICE TO CANDIDATES FOR GRAMMAR SCHOOL MASTERSHIPS.

The Committee of Examiners appointed by the Council, meets in the Normal School Buildings, Toronto, on the first Monday of January and the last Monday of June, in each year. Candidates are required to send in their names to the Chairman of the Committee one week previous to the day of examination.

Committee of Examiners:

THOMAS J. ROBERTSON, M. A., *Chairman.*
The Rev. WILLIAM ORMISTON, D.D.
The Rev. WILLIAM F. CHECKLEY, A.B.
The Rev. JOHN AMBERY, M.A.
} *Inspectors of Grammar Schools in Upper Canada.*
JOHN HERBERT SANGSTER, M.A.

SUBJECTS OF EXAMINATION OF CANDIDATES.

(*Not being University Graduates*)

FOR MASTERSHIPS OF COUNTY GRAMMAR SCHOOLS IN UPPER CANADA,

Prescribed by the Council of Public Instruction for Upper Canada, as required by the thirteenth section of the Upper Canada Consolidated Grammar School Act:

"No person (except a graduate of some University) shall be appointed Master of a Grammar School unless he has previously obtained a Certificate of Qualification from a Committee of Examiners (one of whom shall be the Head Master of the Normal School) appointed by the Council of Public Instruction."

In terms of this proviso, it is—

Ordered,—That Candidates for Masterships of County Grammar Schools to be examined as to their knowledge of, and ability to teach, the subjects and books, or portions of books, in which the Senate of the University of Toronto requires candidates to be examined for honors and scholarships at matriculation in any College affiliated with that institution, as contemplated by the twelfth section of the Consolidated Grammar School Act;* which subjects are as follows:

* The following is the twelfth section of the Grammar School Act referred to: "In each County Grammar School, provision shall be made for giving, by a teacher or teachers of competent ability and good morals, instruction in all the higher branches of a practical English and Commercial Education, including the Elements of Natural Philosophy and Mechanics, and also in the Latin and Greek Languages, and Mathematics, so far as to prepare Students for University College, or any College affiliated to the University of Toronto,—according to a programme of studies

GREEK AND LATIN LANGUAGES.

Xenophon, Anabasis, B. I.	Ovid, Fasti, B. I.
Homer, Iliad, B. I.	Translation from English into Latin prose.
Homer, Odyssey, B. IX.	Translation from English into Latin verse.
Sallust, Catilina.	
Horace, Odes, B. I.	
Virgil, Æneid, B. II.	

MATHEMATICS.

Arithmetic, Algebra, and Geometry.

Ordinary Rules of Arithmetic.	Simple and Quadratic Equations. (Colenso's Algebra.)
Vulgar and Decimal Fractions.	Euclid, Bb. I. II. III. IV. (Colenso's Edition of Simson's.)
Extraction of Square Root.	
Proportion and Progression. (Colenso's Algebra.)	

MODERN LANGUAGES.

English.

English Grammar.	Composition.

French.

Grammar.	Voltaire, Histoire de Charles XII.

HISTORY AND GEOGRAPHY.

White's Outlines of English History to the present time.
Schmitz's Outlines of Roman History to the death of Nero.
Schmitz's Outlines of Grecian History to the death of Alexander.
Schmitz's Outlines of Ancient Geography.
Outlines of Modern Geography.
English History under the Houses of Tudor and Stuart.
Geography of the British Empire, including her Colonies.

ELEMENTS OF NATURAL PHILOSOPHY.

Mechanics.

The composition and resolution of statical forces.
The simple machines (mechanical powers).
The centre of gravity.
The general laws of motion, and describe the chief experiments by which they may be illustrated.
The law of the motion of falling bodies.

Hydrostatics, Hydraulics, and Pneumatics.

The pressure of liquids and gases; its equal diffusion and variation with the depth.
Specific gravity, and show how the specific gravity of bodies may be ascertained.
The barometer, the siphon, the common pump and forcing-pump, and the air-pump.

Acoustics.

The nature of sound.

Optics.

The laws of reflection and refraction.
The formation of images by simple lenses.

Astronomy.

Motion of the earth round its axis and round the sun; with applications of these motions to explain the apparent movements of the sun and stars, the length of days, and the change of seasons—explanation of eclipses and the moon's phases.

ELEMENTS OF CHEMISTRY.

Properties of matter, aggregation, crystallization, chemical affinity, definite equivalents.

Combustion, flame; nature of ordinary fuel; chief results of combustion—*i.e.* the bodies produced.

Heat—natural and artificial sources; its effects. Expansion—solids, liquids, gases. Thermometer—conduction, radiation, capacity, change of form; liquidation; steam.

The Atmosphere—its general nature and condition; its component parts. Oxygen and nitrogen—their properties. Water and carbonic acid—proportions of these substances in the air.

Chlorine and iodine, as compared with oxygen.

Water—its general relation to the atmosphere and to the earth; its natural states and degree of purity. Sea water, river water, spring water, rain water. Pure water—effects of heat and cold on it; its compound nature; its elements.

Hydrogen—its proportion in water; its chemical and physical properties.

Sulphur, phosphorus, and carbon generally.

Nitric acid, sulphuric acid, carbonic acid, hydrochloric acid—their properties and uses.

Alkalies, earths, oxides generally.

Salts—their nature generally. Sulphates, nitrates, carbonates.

Metals generally—iron, copper, lead, tin, zinc, gold, silver, platinum, mercury.

The chief proximate elements of vegetable and animal bodies; their ultimate composition.

TO CORRESPONDENTS.

The publication of the kind and complimentary letter of the "Rev. J. G. A.," is, for obvious reasons, deemed inexpedient.

The poetic lines of "J. H.," Listowell, are scarcely suitable for our columns. They seem to lack the true poetic fire. *"Poeta nascitur non fit."*

CONSTITUTION, BYE-LAWS, AND RULES OF ORDER OF THE TEACHERS' ASSOCIATION OF CANADA WEST.*

PREAMBLE.

The objects of this Association are: 1st. To secure the general adoption of the most approved systems of imparting instruction; 2nd. To secure the improvement of our text-books, or the adoption of others more suitable to the wants of the country; 3rd. To enlarge the views of teachers, and stimulate their exertions for the advancement and diffusion of knowledge; 4th. To encourage the frequent interchange of ideas and kindly intercourse among the members of the profession throughout the country.

CONSTITUTION.

ARTICLE I. *Name.*—This Association shall be styled "The Teachers' Association of Canada West."

ARTICLE II. *Members.*—Any lady or gentleman engaged in any department of instruction, Members of the Council of Public Instruction, Members of County Boards of Instruction, Superintendents of Schools, Editors of Educational Journals, and ex-Teachers, shall be eligible to membership.

Application for admission to membership shall be made, or referred to the Board of Directors, or such Committee of their own members as they shall appoint; and all who may be recommended by them, and accepted by a majority vote of the members present, shall be entitled to the privileges of this Association, upon paying one dollar, and signing the constitution.

Upon the recommendation of the Board of Directors, any person may be elected as an honorary member by a majority of the members present, (the vote to be by ballot), and as such shall have all the rights of a Regular Member, except those of voting and holding office.

There shall be an annual fee of one dollar; if any member shall omit paying this fee two successive years, his or her connexion with the Association shall cease.

A person eligible to Membership, may become a life member by paying at once, Ten Dollars.

ARTICLE III. *Officers.*—The Officers of this Association shall be a President, six Vice-Presidents, a Secretary, a Treasurer, and one

and general rules and regulations to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor in Council. And no Grammar School shall be entitled to receive any part of the Grammar School Fund which is not conducted according to such programme, rules, and regulations."

* From a Pamphlet received at the Department.

Councillor, for each County represented in the Association. The Councillors for each County shall be appointed by the County Teachers' Association of the various Counties where these exist. These Officers, all of whom shall be elected by ballot annually, a majority of the votes cast being necessary for a choice, shall constitute the Board of Directors, and shall have power to appoint such Committees as they shall deem expedient.

The President shall preside at all meetings of the Association and of the Board of Directors, and shall perform such other duties, as by custom devolve upon a presiding officer; he shall also enjoy the customary privileges of presiding officer. In his absence, the 1st Vice-President in order who is present, shall preside; and in the absence of all the Vice-Presidents, a pro tempore Chairman shall be appointed on nomination, the Secretary putting the question.

The Secretary shall keep a full and just record of the proceedings of the Association and of the Board of Directors; shall give public notice of the meetings of the Association and of the Board of Directors, shall conduct such correspondence as the Directors may assign; and shall have his records present at all meetings of the Association and of the Board of Directors. In his absence a Secretary pro tempore shall be appointed.

The Treasurer shall receive and hold in safe keeping all moneys paid to the Association; shall expend the same in accordance with the votes of the Association or of the Board of Directors; and shall keep an exact account of his receipts and expenditures, with vouchers for the latter, which account he shall render to the Board of Directors prior to each regular meeting of the Association; he shall also present an abstract thereof to the Association. The Treasurer shall give such bond for the faithful discharge of his duties as may be required by the Board of Directors.

The Councillors shall have equal power with the other Directors in performing the duties belonging to the Board.

The Board of Directors shall have power to fill all vacancies in their own body; shall have in charge the general interests of the Association; shall make all necessary arrangements for its meetings; and shall do all in their power to render it an useful and honorable Institution.

ARTICLE IV. *Meetings.*—A meeting of the Association shall be held annually in the first week of August. The place and the precise time of meeting shall be determined by the Board of Directors.

The Board of Directors shall hold their Regular Meetings two hours before the time of the assembling of the Association, and immediately after the adjournment of the same. Five of the Board of Directors shall form a quorum for business. Special Meetings shall be held at such times and places as the President shall determine, on the recommendation of twenty members. The President shall have power to call a meeting of the Board whenever the interests of the Association may seem to demand it.

ARTICLE V. *By-Laws.*—By-Laws not inconsistent with this Constitution, may be adopted by a two-thirds vote of the Association.

ARTICLE VI. *Amendments.*—This Constitution may be altered or amended at a regular meeting by the unanimous vote of the members present, or by a two-thirds vote of the members present, providing that the alterations or amendments have been substantially proposed at a previous regular meeting.

BY-LAWS.

I. MEETINGS.—At the Public Meetings of this Association twenty members shall form a quorum.

II. DEBATES, ESSAYS, &c.

1. All questions proposed for debates shall be delivered to the Secretary in writing for the approval of the Board of Directors.

2. Theological questions of a sectarian nature shall not be introduced or discussed at any meetings.

3. Each speaker in a debate shall be allowed fifteen minutes; the leaders shall be allowed five minutes at the close for a reply; five minutes shall be allowed for each reading, and twenty-five minutes for an Essay.

4. The question debated at each meeting shall be decided by a majority of the members present.

5. The Lectures for each Public Meeting shall be appointed by the Board of Directors, and at least six months before the time of such meeting.

RULES OF ORDER.

1. The president shall preserve order and decorum, decide questions of order and endeavour to conduce all business before the Association to a speedy and proper issue.

2. The following shall be the order of business at the Annual Meetings: (1) Meeting opened with prayer; (2) Roll of officers called; (3) Reading of minutes; (4) Reading of communications; (5) Reports of committees; (6) Election of members; (7) Essays or Lectures; (8) Readings; (9) Debates; (10) New business; (11) Election of officers; (12) Adjournment.

3. The Association may at any time by a majority of votes alter the order of business.

4. On a point of order being raised while a member is speaking, the member speaking shall at once take his seat; the point of order shall then be stated by the members objecting, and the Chairman shall without further debate decide thereupon, stating the rule applicable to the case without argument or comment.

5. No motion shall be put from the chair unless submitted in writing except a motion to adjourn, to lay on the table, or of the previous question.

6. Without the permission of the Chairman no member shall speak when there is no motion before the Association.

7. No member shall speak to a motion until it has been delivered to the Chairman in writing, with the names of the mover and seconder thereon, the mover shall then have the first, and the seconder the second right of speaking to such motion.

8. No amendment to a motion can be received after an amendment to an amendment, nor any motion unless for the previous question to lay on the table, or to adjourn simply.

9. A motion to adjourn simply shall take precedence of all motions and amendments; a motion to lay on the table, of all except to adjourn; a motion for the previous question, of all except to adjourn or lay on the table.

10. The yeas and nays upon any question shall be recorded on the minutes when called for by five members.

11. When a member intends to speak or submit a motion, he shall rise in his place, and respectfully addressing the chair, confine himself to the question and avoid personalities.

12. Should more than one member rise to speak at the same time, the Chairman shall at once, and without appeal, determine who is entitled to the floor.

13. Members shall have the privilege of speaking twice on any question, but not oftener, without the consent of the association; and no member shall speak more than once until every member wishing to speak shall have done so.

14. If any member shall feel aggrieved by the decision of the chair, he may, except as provided in Rule 12, appeal from such decision to the Association. The President shall thereupon put the question thus: "Shall the decision of the chair be sustained?"

15. All questions, unless otherwise provided for, will be decided by a majority of votes.

16. The previous question shall be put in this form: "Shall the main question be now put?" If this be carried, no further motions, amendments, or debates shall be permitted, but the main question put without delay.

17. The following questions shall not be debateable: 1st. To adjourn simply; 2nd. To lay on the table; 3rd. The previous question.

18. No amendment to minutes shall be allowed after their adoption; and no resolution to expunge any part of them shall have any other effect than the erasure of the record; nor shall any motion to expunge be in order until after a motion for their adoption.

19. A motion to adjourn simply shall always be in order, except: 1st. When a member is in possession of the floor; 2nd. When members are voting; 3rd. When an adjournment was the last preceding motion; 4th. When it has been decided that the previous question shall be put.

20. No alteration shall be made to these rules except at the annual meetings, when a rule may be suspended for that meeting by a two-thirds vote.

21. These Rules of Order shall also, as far as possible, apply in Committee of the Whole.

OFFICERS.

The following are the officers of the Association elected for the ensuing year: *President*—The Rev. Dr. McCaul, University of Toronto. *Vice-Presidents*—Arch. McCallum, Hamilton; J. B. Boyle, London; Wm. Anderson, Toronto; J. H. Sangster, Toronto; Thomas McKee, Oshawa; Thomas Nixon, Newmarket. *Secretary*—J. W. Acres, Paris. *Treasurer*—Robert Alexander, Newmarket. *Councillors*—J. Robins, Ontario; Adam Anderson, Middlesex; Adam Morton, Peel; R. McShea, Hastings; Angus Hay, Stormont; J. Breckenridge, Halton; Jas. McFarlane, Brant; E. R. Young, Northumberland; R. W. Young, Wentworth; Geo. Rose, York; Gregg Henderson, Carlton; William Kidd, Wellington; T. Stafford, Perth; H. G. Taylor, Lambton; A. H. Brown, Elgin; W. H. Rowse, Durham.

A man who covers himself with costly apparel, and neglects his mind, is like one who illuminates the outside of his house and sits within in the dark.

The road ambition travels is too narrow for friendship, too crooked for love, too rugged for honesty, and too dark for science.

V. Extracts from the Canadian Press.

1. OUR PUBLIC SCHOOLS.

The Common School system in the United States possesses, in common with our public schools in Canada, some very objectionable features. Without referring to the question of cost, we now regard, as we always have regarded, the keeping of young children in school some six hours a day as injurious. This, however, is but trivial compared with the practice universally adopted of making little children learn lessons out of school. This is little short of barbarous. Children need all the recreation they can get before and after school hours; and in many cases, the parents, who are in poor circumstances—and it is for this class of persons that the Common Schools are designed—require to get some assistance from their children after school. We are glad to find *Hall's Journal of Health* for September alluding to this matter. It says:—

"To some of the features of the public schools of New York City there are strong objections. It is nothing short of barbarism to keep children at study from nine until three, many of whom are but four or five years old. This enormity is palliated somewhat by recreations or bodily activities every forty-five minutes; still, it would be greatly better for children under ten not to be kept at study longer than two hours at a time, twice a day, and to have nothing at all to learn in the intervals of school time. Not only are they kept in six hours a day, but have such a variety and length of lessons to learn at home that play or rest is out of the question, except between three and five o'clock, when it becomes too late to be out in winter; and in these two hours they have to come home and take their dinners, having in reality but a single hour out of the twenty-four for joyous out-door play. And when it is remembered that of a winter's morning breakfast cannot be over sooner than eight o'clock, and at half-past eight they must start for school, the conviction must force itself on the mind that, to some children at least, it is a species of martyrdom.

"The true system is, let the children learn while they are in school, some four hours a day; but when out of school let not the hours of glorious play be half blighted by constant thought of the unlearned task. But even here there is some apology for the course pursued. The unfortunate poor cannot afford to be without the services of their children later than twelve or fourteen, and all the education they ever get must be had before that time; hence they must be driven some. Under the circumstances, we advise those who are better off in the world to discourage the "promotion" of their children, and by taking them from school about the first of June, allow their class to pass up higher, while they remain to go on in the regular line, with the long interval from June to September for a perfect *abandon* of recreation in the country.

"We earnestly trust that 'reception days' and 'public examination days' will be universally abolished; they are nothing but a sham; they are literally a vain show; they glorify the teachers at the sacrifice of the health and time and enjoyment of the children, who are unwholesomely stimulated, and to an extent sometimes which perils life itself."—*Leader.*

2. ONE LINK MORE.

It is the proud boast of every Canadian that facilities for procuring a sound education are within the reach of the humblest of our fellow citizens. We have our Common Schools, our Grammar Schools, our Colleges, our Universities, our Public Libraries, our Mechanics' Institutes; and with these advantages adapted to the necessities of all, it would seem as if the machinery was complete for raising our people, educationally, to the standard of older countries. And no doubt we have a right to boast of our Educational Institutions. Our Common School system is the rival if not the envy of most of the long-tried systems of Europe; our Grammar Schools are most efficient; our Colleges and Universities are as industrious in competing for scholastic pre-eminence, as they are energetic in agitating for the countinuance or increase of government support; whilst our Mechanics' Institutes, nurtured in their infancy by an indulgent foster mother, have at length been compelled, somewhat unfeelingly perhaps, to dispense with a nurse's care, and to commence the battle of life, prematurely exposed to trials, and in momentary danger of sinking under the effort of precocious development.

Our business, however, in the present article is not with any of these, but rather to suggest to our fellow townsmen that a link is still wanting to the full completion of our educational advantages,—a link which, we believe, it would not be difficult to establish and work successfully.

We have long been of opinion that facilities should be afforded, in all our towns, of acquiring some knowledge of subjects which are not usually taught in schools, and cannot be well included in our Mechanics' Institute lectures. We refer more particularly to the natural sciences, such as Chemistry, Geology, Botany, Elementary Mechanics, Astronomy, &c., though the subjects might be extended beyond these; and we feel confident that men could be got from amongst ourselves not only ready to co-operate in maturing some plan by means of which facilities for instruction would be afforded in these sciences, but willing to assist in getting an elementary course of lectures suited to the capacity of the young. True, it may be said that this ought to be the province of Mechanics' Institutes as such; and so it is perhaps in the abstract, but if the Institute lectures are to be attended, as hitherto, by all classes in the community, they must continue to be what they have been in the past,—mere incentives to literary lounging, and scientific dissipation, than an attempt at systematic and accurate training in the elementary principles of any science. And so they must of necessity continue to be as long as they are attended by a miscellaneous audience who go more for relaxation and amusement than for instruction or information of any kind.

What we would propose, then, would not interfere in the least with the lectures in connection with the Mechanics' Institute, but would rather serve as a connecting link between the Institute and the Grammar School. A course of elementary lectures on such subjects as we have mentioned, prepared with a view to simplify the subjects and impart instruction suited to the capacity of the young, would enable and stimulate our young people to read something more instructive than a newspaper or a novel, and would cause many a book to be taken out of the Mechanics' Institute library which at present is seldom opened, or when opened, seldom read with profit and pleasure. The universal taste for light reading is owing to the fact that the subject matter is always easily understood; and in order that scientific books may be as readable as novels, the elementary principles of the subjects must first be famliarly comprehended; and this is what we should like to see attempted in an elementary course of lectures for the young during the coming winter. If this matter be considered worthy of further attention we shall willingly insert communications from parties interested in the subject.—*Port Hope Guide.*

3. TEACHERS SHOULD VISIT SCHOOLS.

In all the departments of human exertion decided progress has been made, and two elementary operations have always been present: Comparison and Emulation. It seems to be a natural law that elevation and advancement can be made only by these two means. In most of the departments, this can be easily understood; but in *teaching*, its correctness is yet doubted by many, very many, who do not know or try practically. If the artist desires to elevate himself into the higher sphere of knowledge of painting or of sculpture, he unhesitatingly sets off for France, Greece, Italy, or some other country that abounds with the fine arts. He there visits such places as contains the production of the most eminent masters of ancient and modern times. He there looks upon the paintings of a Raphael, and sees the excellence that challenges his exertions; or he beholds the almost breathing marble of Powers, and feels something beckoning to him from the height of human genius. He observes many things superior to his own productions, and there springs up in his breast a desire to equal or excel them. Without this comparison, all progress would stop. The mind ceases to toil when it can find nothing more excellent or superior than its own work. The necessary stimulus is wanting. This is equally applicable to all the branches of industry. That mechanic is best who endeavors to make himself thoroughly acquainted with the works of the best men of his profession; and that one is worst who knows nothing about what othere have done. These remarks are no less true of the *School Teacher.* As long as he remains shut up in the school room, comparing himself to no one but himself, just so long does he make little or no progress. Unlike any other profession, teaching offers few or no facilities for any individual engaged in it to see how others go to work in the school room. And yet there is no profession that has a greater necessity for availing oneself of the practical experience of others.

Teachers may, by reading, gain the manner in which other distinguished educators conducted the exercises of the school room; but of little avail. Nothing can take the place of a visit in person to another teacher's room. There are thousands of little things that may thus be learned of which no book can give an account, nor can it be imparted to the inquirer by conversation. If a teacher desires to elevate himself in his profession, he must necessarily visit some of his brethren who are successful; he must go into the school house and see how every lesson is conducted, see how the different scholars take their places in the classes to which they belong, how they walk along the floor, whether they have a heavy elephant tread, or one so light and silent as not to disturb a sick man's slumber: he must observe whether the pupils are kind and pleasing to one another and to their teacher, and are orderly in all their proceedings. Some teachers have a way of making everything go on smoothly, regularly, and neatly, in their school room, of

which others could make themselves masters did they but go and see how it was done. Some teachers will *look* a school into order, others will do it by *a word*, others by *a smile*, and others by *a frown*. Some have the faculty of making a recitation very lively and interesting; others very dull and tiresome. To see a thorough teacher —a successful teacher—before his class, and hear him conduct an exercise, is of more real value to any teacher than reading whole volumes of lectures on teaching.—J. H. B., *in the Woodstock Times*.

VI. Biographical Sketches.

No. 19.—LORD HERBERT OF LEA.

We learn, with deep regret, that Lord Herbert of Lea, died on the 2nd ult., at his seat at Salisbury. It was only the other day that the noble lord, conscious of increasing feebleness, returned from the Continent, whither he had gone in the vain hope of recovering his strength. The deceased peer, better known as Mr. Sidney Herbert, was the second son of the eleventh Earl of Pembroke, and was born in 1810. He entered Parliament in 1832, as member for South Wilts, and attached himself to the Conservative party. His views, however, became gradually more liberal, and he was one of the devoted band who stuck to Sir Robert Peel through all the vicissitudes of the latter part of that distinguished statesman's career. He held office under Sir Robert Peel, and also in the governments of Lord Aberdeen and Lord Palmerston. He was Secretary for War up to within a few days of his death, but he had for some time been labouring under a most painful disease. In the present year he was elevated to the peerage, in the hope that freedom from the laborious duties of member of the House of Commons would restore him to health; but, unhappily, the anticipation was not realised, and the country has now to regret the loss of an able statesman. He is succeeded in his title and estates by his eldest son, a boy eleven years of age. In "Men of the Time," we read: "Mr. Sidney Herbert married, in 1846, the daughter of Major-General Ashe à Court C. B.; and this lady has greatly distinguished herself by her humane and patriotic exertions in providing succour for the sick and wounded soldiers in the war in the East. Mr. Sidney Herbert must also be remembered for his active philanthropy in bettering the condition of the working classes by means of emigration upon an extensive scale. He was a most accomplished scholar, a man of refined taste, and a munificent patron of the arts and sciences; and in close proximity to his princely seat at Wilton, Salisbury, was erected, in 1843, at his sole expense, a beautiful Romanesque or Lombardic Church, the finest specimen of that style of architecture in England."

No. 20.—EARL OF TRAQUAIR.

The death of the Earl of Traquair has just taken place at Traquair House, Peebleshire. His lordship, eighth Earl of Traquair, was in his eighty-first year, and had been for some years in feeble health. He is the last in his line of a very old branch of the Royal House of Stuart. The title, we presume, now becomes extinct. The estates were at the disposal of the deceased, but their destination is not yet known. The earl succeeded his father in 1827, and has almost continuously resided in retirement, amounting to seclusion, at Traquair House, which is believed to be one of the oldest inhabited houses in Scotland. The magnificent avenue leading to the house remained entirely grass grown and unused after the death of the earl's father, the late peer having made a resolution never to pass through it after it had been traversed by the funeral procession. The great staircase and entrance to the mansion were for the same reason kept religiously closed. His lordship was a strict adherent of the Roman Catholic faith. He bore the character of being a good landlord. His lordship was never married.

No. 21.—MADAME CATHERINE HAYES BUSHNELL.

The *Times* remarks:—"In recording the death of Catherine Hayes, at the early age of forty years, we have not merely to condole with her warm-hearted compatriots, who saw no fault in anything she did, who applauded her foreign and worshipped her national song, but with the British public, who have lost a favorite, and one in an eminent degree entitled to be regarded as a true and earnest artist. In private life the departed lady owned none but enthusiastic partisans; for we believe no professor of the musical art ever reflected more social honor on her calling. Her career extended over some 20 years and upwards, during which she studied in Ireland under Signor Sapio, in France under Signor Manuel Garcia, and in Italy under Signor Felice Ronconi. Her public performances abroad were commenced, we believe, at Marseilles. From Marseilles she proceeded to Milan; from Milan to Vienna; thence to Venice and other Italian towns. In 1849 she came to London with a first-class continental reputation; and few amateurs can have forgotten the flattering reception accorded to her when she appeared (with Mr. Sims Reeves) in *Linda di Chamoune*, at the Royal Italian Opera. After two years in Great Britain, Catherine Hayes went to the United States, visited California, the Sandwich Islands, and subsequently Australia and India. In these distant regions the fame she had acquired in England was turned to profitable account, and everywhere 'triumphant,' she realized a handsome fortune. On her return to England she sang at the concert presided over by the late M. Julien at Her Majesty's Theatre; and since that period she has made tours in the province, especially in Ireland, where her way may be said, without exaggeration, to have been paved with gold and strewn with flowers. She was married in 1857, to Mr. Bushnell, who had been her secretary throughout, and had manifested the most disinterested zeal for her interests. The happiness of the pair were not of long duration, for Mr. Bushnell died shortly afterwards in the Pyrenees, of a rapid consumption. She had some years been a widow when she was herself called away, leaving behind a name alike respected, in public and in private. She died at Sydenham, after a short illness, resulting, as we understand, from the breaking of a blood-vessel."

The *Morning Post* adds that Catherine Hayes was born at Limerick in the year 1823, of parents in a respectable, though not exalted station in life. Her musical abilities were very early developed, and Dr. Knox, the then Bishop of Limerick, took a great interest in the young vocalist.

No. 22.—WILLIAM LYON MACKENZIE, Esq.

W. L. Mackenzie, Esq., died in this city, on the 28th of August, 1861. Mr. Mackenzie was born at Springfield, Dundee, Forfarshire, Scotland, on the 12th March, 1795. His father, Daniel Mackenzie, dying twenty-seven days after his only child was born, his mother was left a widow with slender means of subsistence. The circumstance of his being an only child, and being indulged by his mother with a great deal of his own way, doubtless had an important influence upon his character in after life. He was a favourite with his school teacher, Mr. Kinnear, of Dundee, from whom he received more than an ordinary share of attention. About the age of 17 he went into mercantile business, to which he added a circulating library, in Ayleth, not far from Dundee. He afterwards went to England, where he was for some time in Lord Lonsdale's employment, as clerk. Before starting for this country he also spent some time in France.

It was in 1820 that Mr. Mackenzie first came to Canada. For a short period after his arrival he was employed as Superintendent of the Lachine Canal, but it was not long before he went into partnership with Mr. John Lesslie, now of Dundas, in Toronto, in the book and drug trade. Soon after, the partners established a business at Dundas, under the name of Mackenzie & Lesslie. The business succeeded remarkably well in both cases. The connection closed, however, early in 1823. And now it was that Mr. Mackenzie entered on the stormy sea of politics; but towards the close of his life he often expressed dissatisfaction at his abandonment of mercantile for political life. On the 18th May, 1824, appeared the first number of the *Colonial Advocate*, very much in the shape of old Cobbett's *Register*, and containing thirty-two pages. The form was, however, altered to the broad sheet in the second or third number. The *Colonial Advocate* was at first issued in Niagara, in the house now occupied by Mr. David Thorburn. The *Colonial Advocate* soon fell under the displeasure of the ruling party, and a bitter newspaper quarrel between Mr. Mackenzie and some prominent members of the official party, led in 1826 to the violent destruction of the *Advocate* printing office, and the types cast into the bay. At this time the paper was printed at Toronto; but it was probably not known to the rioters that the last number of the paper which it was intended to destroy had already been published. As the act was done in the face of day, the perpetrators of it were known, and damages were recovered against them, on the case being brought into a Court of Justice. The *Colonial Advocate*, instead of expiring in 1826, as it would, if left to itself, continued to be published till 1833, when the press and types were sold to Dr. O'Grady.

The press riot had another effect, the reverse of what was intended; for in 1828 he was elected to the House of Assembly for the County of York. In his newspaper, Mr. Mackenzie had used language towards the majority in the Assembly, which that majority chose to regard as libellous, and they resolved to punish the representative for the act of the journalist. The alleged libel consisted of describing the majority as sycophants fit only to register the decrees of arbitrary power. It was treated as a breach of privilege; on that ground the expulsion proceeded, and an attempt was made

to render Mr. Mackenzie incapable of sitting in the Assembly. His re-election could not, however, be prevented; and as often as he was expelled (five times) he was re-elected; once when he was absent in England. At last it was attempted to punish the constituency which had persisted in re-electing the expelled member, and the Assembly refused to issue a writ for a new election. These arbitrary proceedings of the Assembly finally evoked the decided condemnation of the Imperial Government. The period during which the County of York was left without a representative, from this cause, extended from 1831 to 1834. On one occasion the re-election of Mr. Mackenzie was followed by a demonstration of menacing character against the Assembly. A large escort conducted him to the Assembly to take his seat. Strangers were ordered to be excluded from the galleries, but the doors of the Assembly were burst open, and the order of exclusion set at defiance by the people.

In May, 1832, Mr. Mackenzie proceeded to England, bearing a petition of grievances to the Imperial Government, said to have been signed by 19,000 persons. He remained there for a period of eighteen months, and obtained a patient hearing at the Colonial Office, and the result of his interviews with Lord Goderich was a long and elaborate dispatch from that nobleman, laying down for the guidance of the Canadian Government principles that would effect great reforms and get rid of many of the grievances complained of. His exertions procured the removal of some of the officials who held the first places in the Government, and caused instructions to be sent to the Lieutenant Governor to appoint one member at least of the popular party to a Governmental office. To himself a most tempting offer was made by the Colonial Secretary. The Post Office in Upper Canada, then under Imperial control, yielded about $60,000 a year, and the whole of the revenue went into the pocket of the Postmaster. Lord Goderich proposed to divide this office, and give Mr. Mackenzie half the spoils. The latter replied that if he accepted the offer he certainly should benefit himself individually, but that the abuse of which he was sent to complain would still be continued. He therefore declined to accept the offer. It was at the instance of the Colonial Secretary that Mr. Mackenzie's stay was protracted to eighteen months in England, in order that an opportunity might be afforded to discuss the various questions on which the popular party in Upper Canada had complained to the Imperial Government. Perhaps it was his success on this occasion that caused Mr. Mackenzie to the close of his life to believe that our political movements could be best influenced by the application of a leverage power in Downing-street; an error which arose from his not making due allowance for the change which our system of Government has undergone. He had been anxious to make a second journey to England, and he was firmly convinced that if he were there he could produce changes as great as those which resulted from his previous visit. His idea of course included the being armed with a monster petition from the people. On his return from England, Mr. Mackenzie received an abundance of thanks; but he thought himself entitled to be re-imbursed the expense of the journey.

From first to last, Mr. Mackenzie was elected to the Legislature of Upper and of United Canada fourteen or fifteen times, and was defeated once. This was in the election of 1836.

The first Mayor of Toronto—chosen in 1836—he was also one of the first magistrates ever elected in Upper Canada. Before the passing of the charter under which he became Mayor of Toronto, elective magistrates were unknown in the Province.

Of the insurrection in which Mr. Mackenzie bore so prominent a part, in 1837 and 1838, it is impossible within the limits of our space to treat. He has always said that he was led into it by the urgent entreaties of the Lower Canadians, and he has left behind him documents in which he frankly confesses the error of the part he played, and expresses regret for the course he was induced to take. But even the rebellion, with all its evils, was not without its incidental advantages. It awakened the attention of the Imperial Government to the monstrous abuses of the oligarchical system which had previously existed, and brought about a beneficial change sooner than it could otherwise have occurred. Few men have paid more dearly for an error than Mr. Mackenzie did in this case. His life was spared, it is true; but if the whole story could be told, it is very doubtful whether one person in a hundred would consider life desirable upon such conditions. Under the Van Buren administration he was sentenced to eighteen months' imprisonment for a breach of the neutrality laws of the United States, and he was actually kept in close confinement for twelve months at Rochester.

Ruined by the confiscation and sale of his property in Canada, and unable to use his exertions for the benefit of his family, he was made to taste the bitter draughts of poverty. His aged mother, who had attained her ninetieth year, died while he was debilitated by intermittent fever in prison; and it was only by resorting to a legal stratagem, and through the intervention of the father of "Grace Greenwood," that he was permitted to see her at all before she expired. While in Monroe County prison at Rochester, Mr. Mackenzie was shot at through the window. This is only one of the many attempts that at various times were made upon his life, and where they were so numerous it is surprising that he escaped. Mr. Mackenzie never took root in the United States. He was not at home there; he was an exile. He found foreigners looked upon with suspicion, and excluded from nearly all the offices in the gift of the Federal Government. He was long anxious to return to Canada before the issuing of the amnesty which enabled him to do so. He had a suspicion, whether well founded or not, that some even among his old colleagues and associates were anxious to prevent his return. This notion was probably not without its influence upon his course after he entered public life in Canada. He published a journal both at New York and Rochester, entitled *Mackenzie's Gazette*, and he was for a considerable time connected with the *Tribune*. The amount of labor that he performed, as correspondent of that journal, was prodigious; quite enough to have given occupation to almost any other three men. He burned the midnight oil and prematurely consumed his own vitality.

After his return to Canada in 1850 he offered as a candidate for the first constituency—Haldimand—that became vacant. He opposed and beat Mr. Brown, who ran on the Government interest. He continued to hold his seat in the Legislative Assembly till 1858, when he resigned. He attached himself to no party, and though he was generally in the Opposition, he attended no Opposition caucuses, and entered into no party engagements.

It is now all but universally conceded that, however erroneous his views, Mr. Mackenzie did everything from a thoroughly honest motive, and in the belief that it was best for the country. He was no trading politician or office-seeker, and the best test of his political virtue is that he resisted the most alluring temptations when he thought their acceptance would be contrary to the interests of the public. His most intimate friends best know the value he set upon political honesty, and how deep and utter was his detestation of a tendency to dishonesty or corruption.

A few years ago a public subscription was set on foot to provide funds for the purchase of a "Mackenzie homestead." The net visible result was chiefly expressed in a house which cost, we believe, £950, though owing to some misunderstanding, some £1,500 of what was subscribed, was never collected.

Mr. Mackenzie married, in 1822, Isabel Baxter, sister of Mr. George Baxter, at Kingston, who, when master of the Royal Grammar School of that place, educated many of the men who have since held some of the most prominent positions in public life. In his darkest fortunes she was always at his side; whether amidst the chill snows of Navy Island or in the drear gloom of the Rochester prison. Mr. Mackenzie leaves seven children; only two of whom are married.

For some months past Mr. Mackenzie had been perceptibly failing in health, though perhaps no one who had watched him most closely was aware six weeks ago of the extent to which the disease had gone. For several months he had been suffering under an almost entire loss of hearing, and his complaint of pains in the head was frequent—symptoms of the incipiency of that organic disease of the brain of which he ultimately died. His great ambition appears to have been to bequeath a name which should be free from the suspicion of corruption or selfishness; and in that we think it will be generally admitted he has succeeded.

The Mayor and members of the City Council manifested their respect to the memory of Mr. Mackenzie—the first chief magistrate of Toronto—by attending his interment in their corporate capacity. —*Abridged from the "Leader."*

No. 23.—THE HON. EDMUND MURNEY.

The late Edmund Murney, who departed this life on Thursday, August 15th, 1861, was the second son of Henry Murney, Esq., of Kingston, was born in Kingston, on the 11th of Nov., 1812, and consequently was 48 years, 9 months and 4 days of age when he died. He was educated in Upper Canada College, acquired the knowledge of law in the office of Marshall S. Bidwell, Esq., at Kingston, and was called to the Bar at Osgoode Hall in 1834. He commenced practice in Belleville, and for years dedicated himself to his profession, ranking first among his professional associates. His eloquence and ability soon gave him a position, and at the early age of 24, we find him elected a member of the Provincial Parliament. At the period he entered the Legislature the political horizon was clouded with great and coming events, and opened an appropriate field for the exertions of a strong mind and powerful speaker. Mr. Murney first entered Parliament in 1836, when he was elected with Mr. Manahan, in opposition to Messrs. Yager and Reynolds. This Parliament was the last in Upper Canada. The first election that took place after the Union of the Provinces was in 1841. Mr. Murney was again the candidate on the Conservative interest, but

the Hon. Robert Baldwin, who was then Solicitor General for Upper Canada, defeated Mr. Murney by 37. In 1842 another election took place, and Mr. Murney was again the Conservative candidate, Mr. Baldwin now holding the office of Attorney General. This time Mr. Murney was elected by a large majority, but the Returning Officer made a Special Return, and the House refused to give him his seat because there had been a riot, and a new election was ordered by the House. In 1843, Mr. Joseph Canniff was selected as the candidate in the Reform interest to oppose Mr. Murney, but Mr. Murney defeated him. In 1844, difficulties arose between the late Lord Metcalfe and his Cabinet, and the House having been dissolved, he was again elected against H. W. Yager, Esq. This Parliament lasted till 1848, when a new election was held, and Mr. Murney was defeated by Mr. Flint. But in 1851 Mr. Flint was defeated, and Mr. Murney once more became the representative of the County. Before another election was held, the County was divided into two Ridings, and Mr. Murney defeated Mr. Benjamin for the North Riding. In 1857 he became a candidate for the Trent Division, resigned his seat in the Lower House, and was elected to the Upper House, defeating Mr. Short, of Peterboro'. He was a member of this branch of the Legislature at the time of his death.

VII. Miscellaneous.

1. OUR OWN BROAD LAKE.

BY THE LATE THOMAS MCQUEEN.

We cannot boast of high green hills,
Of proud, bold cliffs, where eagles gather,—
Of moorland glen and mountain rills,
That echo to the red bell'd heather.
We cannot boast of mouldering towers
Where ivy clasps the hoary turret—
Of chivalry in ladies' bowers—
Of warlike fame, and knights who won it—
But had we Minstrel's Harp to wake,
We well might boast our own broad lake!

And we have streams that run as clear,
O'er shelvy rocks and pebbles rushing—
And meads as green, and nymphs as dear,
In rosy beauty sweetly blushing—
And we have trees as tall as towers,
And older than the feudal mansion—
And banks besprent with gorgeous flowers,
And glens and woods, with fire-flies glancing,
But prouder—loftier boast we make,
The beauties of our own broad lake!

The lochs and lakes of other lands,
Like gems, may grace a landscape painting,
Or where the lordly castle stands,
May lend a charm when charms are wanting,
But ours is deep, and broad, and wide,
With steamships through its waves careering.
And far upon its ample tide,
The bark its devious course is steering;
While hoarse and loud the billows break,
On islands of our own broad lake!

Immense, bright lake! I trace in thee,
An emblem of the mighty ocean;
And in the restless waves I see
Nature's eternal law of motion;
And fancy sees the Huron Chief,
Of the dim past, kneel to implore thee—
With Indian awe he seeks relief,
In pouring homage out before thee;
And I, too, feel my reverence wake,
As gazing on our own broad lake!

I cannot feel as I have felt,
When life with hope and fire was teeming;
Nor kneel as I have often knelt
At beauty's shrine, devoutly dreaming;
Some younger hand must strike the string,
To tell of Huron's awful grandeur,
Her smooth and moonlight slumberings,
Her tempest voices loud as thunder,
Some loftier lyre than mine must wake,
To sing our own broad, gleaming lake!

2. LOCKING UP THE TOWER OF LONDON.

Few persons are aware of the strictness with which the Tower of London is guarded from foes without and treachery within. The ceremony of shutting it up every night continues to be as solemn and as rigidly precautionary as if the French invasion were actually afoot. Immediately after "tattoo" all strangers are expelled; and the gates once closed, nothing short of such imperative necessity as fire or sudden illness can procure their being re-opened till the appointed hour the next morning.

The ceremony of locking up is very ancient, curious and stately. A few minutes before the clock strikes the hour 11—on Tuesdays and Fridays 12—the head Warden, (Yeoman Porter,) clothed in a long red cloak, bearing in his hand a huge bunch of keys, and attended by a brother Warden, carrying a gigantic lantern, appears in front of the main guard-house, and calls out in a loud voice, "Escort keys!" At these words the Sergeant of the guard, with five or six men turns out and follows him to the "Spur," or outer gate; each sentry challenging, as they pass his post, "Who goes there?"

"Keys."

The gates being carefully locked and barred—the Warden wearing as solemn an aspect and making as much noise as possible—the procession returns, and the sentries exacting the same explanation, and receiving the same answer as before. Arrived once more in front of the main guard-house the sentry there gives a loud stamp with his foot, and the following conversation takes place between him and the approaching party:

"Who goes there?"
"Keys."
"Whose keys?"
"Queen Victoria's keys."
"Advance Queen Victoria's keys and all is well."

The Yeoman Porter then exclaims, "God bless Queen Victoria." The main guard devoutly respond "Amen."

The officer on duty gives the word "Present arms!" the firelocks rattle; the officer kisses the hilt of his sword; the escort fall among their companions; and the Yeoman Porter marches majestically across the parade alone to deposit the keys in the Lieutenant's lodgings. The ceremony over, not only is all egress and ingress totally precluded, but those within being furnished with the countersign, any who, unhappily forgetful, ventures from his quarters unprovided with his talisman, is sure to be made the prey of the first sentinel whose post he crosses.—*English Paper.*

3. SUNDAY AND TEMPERANCE.

A work has lately been published in England by James Lamont, a Fellow of the Geographical Society, entitled "Seasons with the Sea Horses."* It is a record of travel and adventure in the Polar regions during an Arctic summer. The business part of the voyage was hunting seals and walruses. There are two points of special interest in the volume. The first is Mr. Lamont's testimony to the value of total abstinence from alcoholic beverages in the frozen regions of the North, and the superior virtue of tea and coffee over alcoholic stimulants in supporting the system. His testimony, also, to the physical value of the Sabbath, is so important, that we copy it entire. Chapter VI. begins as follows:—

"Sunday, the 17th, was calm, with heavy banks of fog hanging about. . . . Did not leave the ship, but read morning service in the cabin. We never hunt on Sundays, although sometimes the appearance of a fat seal, or a troop of walruses floating past, is eminently tantalizing, and severely tries our respect for the fourth commandment. I am sorry to say, that the greater part of the sealing vessels make no distinction between the seventh day and the rest of the week, although some of them compromise with their consciences by refraining from *searching* for animals with the boats, merely attacking those which come in sight of the vessel. I must leave to theologians to decide how far these men are justified by the peculiar nature of their occupation in this entire or partial desecration of the Sabbath; but of the one thing I am certain, and that is, that they are no gainers by it in the long run, for whether it was attributable to our energies, mental and bodily, being recruited by a day of rest, or to the fact of the animals, the objects of pursuit, having time to settle during twenty-four hours' respite from bullets and harpoons, somehow Monday always was, with us, the most successful day of the week. Verily, a day of rest, once a week, is of essential importance to man and beast, even if on no other grounds than those of physical requirements. We always considered Sunday to terminate punctually at midnight; in these regions it is just as light in July at midnight as midday, and it was a singular circumstance (might I not venture, without being deemed presumptuous, to suggest that this might be *more* than merely accidental?) that we saw our first bear a few minutes after this Sunday had expired."

* See Notice of this book on the next page.

VIII. Short Critical Notices of Books.

—— CARTHAGE AND HER REMAINS.—By Dr. N. Davis, F.R.G.S. New York: Harper & Brothers. This elaborate reprint of an English book gives "an account of the excavations and researches on the site of the Phœnician metropolis of Africa and other adjacent places, conducted under the auspices of Her Majesty's government." It is written in an easy, conversational style, and contains a sort of diary of the process of excavation and research. The narration part is interspersed with interesting chapters relating to the history and overthrow of Carthage and other kindred topics. The work is well illustrated with a map and engravings of the excavations and disinterred remains of the ancient city, and of the other parts of the surrounding country explored by Dr. Davis. The work is a valuable contribution to ancient classical literature, and is an agreeable book of travel and research.

—— SEASONS WITH THE SEA HORSES.—By James Lamont, Esq., F.G.S. New York: Harper & Brothers. To those who have read Lord Dufferin's "Notes from High Latitudes," this book will prove an interesting sequel. To some extent it relates to the same "high latitudes," and covers the same ground; but it presents a different phase of Arctic life. Lord Dufferin's book chiefly relates the incidents of a pleasure voyage within the Arctic circle; but Mr. Lamont's work, though containing the nature of a pleasure trip also, relates chiefly to the capture of seals, bears, and walruses on the coast of Spitzbergen—the proceeds of which were intended to defray in part the expenses of the trip. There is an air of reality and sincerity about the scenes and incidents described which gives a peculiar charm to the book, and renders it a most agreeable volume. The type is large, and the illustrations are excellent and striking.

—— THE BRITISH REVIEWS.—The new volumes of the British Reviews, generally known as the *Edinburgh*, *North British*, and *London Quarterly*, commences from July, 1861. It would be difficult to recommend too highly these sterling publications, in which is employed some of the best intellect of Europe. The topics treated by them respectively embrace a wide range in literature, art, science, politics and religion, keeping the reader well-informed in regard to all that is most important. The *London* titled "Democracy on its Trial," which will challenge the greatest interest. *Quarterly*, which has just been laid on our table, contains an article en- The writer arrives at the conclusion that "the Republican bubble has burst," and that American Democracy "has sunk from the decrepitude of premature old age." We fear there is too much likelihood of this opinion being realized. The reprint of these Reviews, is from the press of L. Scott and Co., publishers, 54, Gould Street, New York. (See advertisement in our last number.)

IX. Educational Intelligence.

—— SEPARATE SCHOOL EXAMINATIONS.—The late examinations proved to a demonstration that education is rapidly advancing in this city. As far as the girls' schools are concerned, it must have been delightful to parents to behold their little daughters appear on the platform, with a degree of modesty and decorum that would do honour to ladies of a more advanced age; and respond with clearness, precision, and consciousness of their own ability, to questions in very difficult matters. They appear quite familiar with Geography, History, English Grammar, Arithmetic, and other branches that constitute a good education. They exhibited some beautiful penmanship, and also elegantly finished pieces of embroidery. The Boys' Department also maintained its honour nobly. Their Examination took place in the St. Paul's School rooms, when they acquitted themselves so well, that all present were highly pleased with the successful result of their labours. They showed great proficiency in Book Keeping, Arithmetic, Geometry, Algebra, Geography, &c. The pupils of all the schools gave evident signs of good training, and of having been taught a good system of education; and therefore reflect credit upon their teachers. The good sisters of St. Joseph and the Christian Brothers deserve our gratitude, for the manner in which they are educating our Catholic youth. They are a blessing to the city of Toronto. They are pointing out to the youthful mind the way to virtue, religion, morality, and useful knowledge. His Lordship the Bishop appeared highly pleased at all the Examinations, and so did the clergy, who were present in great numbers.—*Canadian Freeman.*

—— TEACHERS' ASSOCIATION, COUNTY OF HURON.—A meeting was held on 16th August in Clinton, Wm. Sloan, Esq., President, in the chair. An Essay was read by the Chairman, on "the advantages and necessities of such Associations." M. C. H. Bornil read an Essay on the subject "of a County Competition of the Schools." Very interesting discussions followed on both subjects. Subjects were assigned for next meeting,—to Mr. James Ferguson, "on the distribution of Prizes in Schools;" Mr. C. M. Campbell "on Corporal Punishment?" Mr. Hamilton "on Competition." The next meeting was arranged for the December vacation.—*Communicated.*

—— THE PRINCE VISITS MAYNOOTH COLLEGE.—His Royal Highness visited Maynooth College on the 27th July, accompanied by the Marchioness of Kildare, Mrs. Col. White, and Mrs. Gen. Bruce. The Prince was then conducted by Dr. Cullen through every part of the establishment, with the arrangements of which he expressed himself much pleased. Having courteously taken leave of Archbishop Cullen, the Rev. Dr. Russell, President, and the Rev. Dr. Whitehead, Vice-President, the Prince returned to Carton, where a number of the nobility and gentry of the surrounding country were invited to meet his Royal Highness at dinner. The President of the college, the rector of the parish, and the parish priest were among those honoured with invitations.

X. Departmental Notices.

PUBLIC LIBRARY BOOKS, SCHOOL MAPS, APPARATUS, AND PRIZE BOOKS.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of articles to be sent can always be made by the Department, when so desired.

NO PENSIONS TO COMMON SCHOOL TEACHERS
UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools, or Teachers of the English branches in Grammar Schools, who are legally qualified Common School Teachers in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, if they have not already done so, their subscriptions, at the rate of $5 per annum for each preceding year, commencing with 1854, and at the rate of $4 per annum for the current year's subscription. The law authorizing the establishment of this fund provides, "*That no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*" No pension will be granted to any teacher who has not subscribed to the fund, in accordance with the preceding regulations of the Council of Public Instruction.

INDISTINCT POST MARKS.

We receive, in the course of the year, a number of letters on which the post marks are very indistinct, or altogether omitted. These marks are often so important, that Postmasters would do well to see that the requirements of the Post-office Department, in relation to stamping the post-mark on letters is carefully attended to.

ADVERTISEMENTS inserted in the *Journal of Education* for 25 cents per line, which may be remitted in *postage stamps*, or otherwise.

TERMS: For a single copy of the *Journal of Education*, $1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

All communications to be addressed to J. GEORGE HODGINS, LL.B., *Education Office, Toronto.*

LOVELL AND GIBSON, PRINTERS, YONGE STREET, TORONTO.

JOURNAL OF EDUCATION, Upper Canada.

VOL. XIV. TORONTO: OCTOBER, 1861. No. 10.

CONTENTS OF THIS NUMBER.

	PAGE
I. PROGRESS OF EDUCATION IN LOWER CANADA, FOR 1860	145
II. EDUCATION IN CANADA	146
III. AGRICULTURAL PROGRESS OF UPPER CANADA	147
IV. AGRICULTURE IN COMMON SCHOOLS	148
V. EDUCATIONAL INSTITUTIONS AS AN INDUCEMENT TO SETTLERS	148
VI. KINGSTON PUBLIC SCHOOL LIBRARY	148
VII. COBOURG PUBLIC SCHOOL LIBRARY	148
VIII. PAPERS ON PRACTICAL EDUCATION—(1) On Mental Arithmetic. (2) Hints on School Discipline. (3) The Teacher's Reward. (4) Physical Training in Schools	148
IX. BIOGRAPHICAL SKETCHES—No. 24. Alexander Aird, Esq. No. 25. Isaac Matthew Dolsen, Esq. No. 26. John Waudby, Esq. No. 27. The late Bishop Macdonell, of Kingston. No. 28. Dr. Morrin, of Quebec. No. 29 Thomas Atkinson, Esq.	151
X. PAPERS ON CLASSICAL SUBJECTS—History of Education—The Classic Nations: The Greeks	152
XI. PAPERS ON PHYSICAL SCIENCE, GEOGRAPHY, &C.—(1) The Botanical Society of Canada. (2) Canadian Barometers. (3) The Use of the Barometer. (4) Great Economy in the Use of a Barometer. (5) The Mineral Wealth of Great Britain. (6) Discovery of Lead Ore	153
XII. MISCELLANEOUS—(1) Farewell to the Swallows. (2) The Queen in the Highlands. (3) Royal Recognition of Merit. (4) The Evening for Reading and Thinking. (5) English Literature. (6) Fancy Titles for Books. (7) Curiosities of Newspaper Literature. (8) The War and the American Newspapers	155
XIII. SHORT CRITICAL NOTICES OF BOOKS	156
XIV. EDUCATIONAL INTELLIGENCE	156
XV. LITERARY AND SCIENTIFIC INTELLIGENCE	159
XVI. DEPARTMENTAL NOTICES	160

PROGRESS OF EDUCATION IN LOWER CANADA, FOR THE YEAR 1860.

The Hon. Mr. Chauveau's report for 1860, on the state of public education in Lower Canada, has just been distributed. It contains a mass of valuable statistics, and many interesting facts relating to the progress of the schools within the Eastern part of the Province during the past year. Of these we purpose taking a cursory review.

The report sets out with the cheering statement that the advancement made, considering the importance of the subjects which had presented themselves to the Council, had been as great as could be hoped for.

On the selection of text-books, Mr. Chauveau remarks as follows: "On the important question of the selection of the books to be exclusively used in the schools; in view of the fact that there are certain series of works which, notwithstanding the care taken in compiling and editing them, cannot, owing to the difficulties presented by the subjects of which they treat, be adopted indiscriminately for Catholic children and for Protestant children, the Council decided that the Committee entrusted with the examination might report that certain books have been examined by the whole Committee and received the approval of the whole Committee; and that others have been approved of by the Catholic members of the Committee only, or by the Protestant members only; and that notice of the fact should be given at the same time with the approval of the Council. It was due to parents and to school authorities, that this distinction should be made for their guidance; and the means adopted by the Council for the attainment of that object, was the only one which the law left at its disposal. The Council proceeded at once to examine a large number of works which had been submitted to it, and approved of some of them."

The sum of $800, given by the Prince of Wales for distribution as prizes, had been placed out at interest, and the proceeds appropriated to the purpose for which they were designed. The Normal Schools were eagerly sought out by the youth of the community; but a regret is expressed that on account of the inefficiency of the public grants to the Laval and Jacques Cartier schools, a considerable increase had been required in the tuition fees. In this connection a complaint is lodged against the School Municipalities, the Superintendent remarking that were they "to do their duty, by striving to secure good teachers, and offering them suitable salaries, there would be no difficulty in increasing the number of pupils." Such an increase was much needed—the number being insufficient to meet the demand. There had, however, been a considerable [illegible] on to the roll of school teachers trained in the three [illegible]—Jacques Cartier, McGill, and Laval—as was shown [illegible] mparison of the returns of 1857 and 1860 respectively, those in the former year being 70, and in the latter, 228. The Normal School diplomas granted in the same institutions were: 4 for academies, 134 for model schools, and 181 for elementary schools. The number of normal school pupils being but 212, it would thus be seen that many of them obtained three diplomas for successive courses.

Leaving these details, we have to deal with broader and more general facts. And one of the first and most interesting is that presented by figures, showing the operations of the voluntary system in Lower Canada. The following results are obtained from the tabular form setting forth the sums levied for primary education in the different School Municipalities:—Assessments or voluntary contributions to equal amount of grant, $114,424. Comparing this item with the returns of 1859, there is indicated a falling off of $1,368. On the other hand, the amount of assessment levied over and above the amount required to equal the grant, and of special assessments for the payment of debts, was $123,939, against $109,151 in 1859—an increase of [illegible]788. From these statistics, the important fact is deduced that the amount raised by voluntary contributions in Lo[illegible]da during 1860, more than doubled the Governme[illegible] of $116,000. Before this gratifying result could be ga[illegible]

had to be accomplished in the way of convincing and overcoming the prejudices of the people, who, when the suggestion was first made that the municipalities should have the power of doubling the assessment, cried out loudly against the proposal, declaring that there was no possibility of compelling them to do so, and that they would not voluntarily do it. Yet they did it; and nearly $100,000 were added to their contributions—inclusive of monthly fees and assessments for buildings—from 1856 to 1860,—the total in the former year being $406,776, and in the latter, $503,859. In the assessment for buildings there had been a decrease of some $6,000, instead of an increase, as on the other items, and this decrease, it was urged, showed the necessity of making a special grant for building purposes.

The following table shows the scale of progression of all species of assessment for these last five years :—

	1856.	1857.	1858.	1859.	1860.
	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.
Assessment to equal grant ...	113884 87	113887 06	115185 09	115792 51	114424 76
Do. over and above do.	93897 90	78791 17	93372 69	100151 96	123939 84
Monthly fees	173488 98	208092 37	231192 65	251408 44	249717 10
Assessment for buildings	25493 80	22928 63	24646 22	22083 57	15778 23
Total	406776 55	424209 25	459396 65	498436 48	503859 73

A summary of the statistical tables is embodied in the report, shewing that the number of pupils of the faculties of the universities and of the superior schools had been 552; pupils of classical colleges, 2,781; of the industrial colleges, 2,333; of the academies for boys, and mixed, 6,210; and of the academies for girls, 14,817. The whole number of pupils of these institutions, adding thereto the number of pupils of the normal schools, was 26,921.

The following table exhibits the progress of Public Instruction in Lower Canada, since 1853 :

	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.
Institutions...	2352	2795	2868	2919	2946	2985	3199	3264
Pupils	108284	119783	127058	143141	148798	156872	168148	172155
Contributions	165848	238083	249136	406764	424208	459396	498436	503859

The progress made by the pupils in the different branches taught, had been most satisfactory. The total number of schools in operation under the control of the commissioners and trustees, had been 2,730, being an increase of 53 over the year 1859. Primary schools, both under control and independent, 3,076; pupils, 144,905; increase, 3,372. Within five years there had been an increase of 211 per cent. in the number of teachers holding diplomas; while the number unprovided with diplomas had decreased 107 per cent.

With regard to salaries, the number of male teachers receiving less than $100, was 39; in 1859 it was 97. Teachers receiving from $100 to $200, this year, 478; last year, 487: from $200 to $400, this year, 327; last year, 341: $400 and over this year, 65; last year, 51. The salaries of the female teachers had been increased in proportion. An effectual protection had been afforded to teachers by the law giving them an indemnity against the department when unjustly dismissed by the School Commissioners. To satisfy such claims, the sum of $363 had during the year 1860 been withheld from the local funds of the municipalities. The object and effect of this regulation had been to put a stop to the practice of reducing the salaries of teachers at the last moment, by compelling them to make engagements on terms which would be accepted by ill-qualified competitors, in many cases having no diplomas.

Mr. Chauveau, at the conclusion of his report, makes the following observations: "It is only necessary to compare our statistics with those of Upper Canada, to see the struggles we have yet to make before public instruction shall have attained at its basis, that is to say, in the primary schools, the full development indispensable in a country enjoying a representative government—a country with such vast material resources, and whose prosperity might receive so mighty an impulse from the general diffusion of useful knowledge and a sound practical education.

"It cannot be denied that the elective system, as applied to the appointment of school commissioners, has hitherto been, and is still daily, a source of great obstacles in the way of progress. These obstacles will, however, diminish in proportion as the generation which has received elementary education grows up; for our system of public instruction has hardly been more than ten or twelve years established in the country, and the very first group of the generation which have been enabled to avail themselves of it, has not yet reached an age to take part in the business of life, in most of the municipalities. Nevertheless, what has been accomplished under the elective system, is already so important that it is out of the question to think of renouncing it. Indeed it will one day be a subject of pride for the people of Lower Canada, to have created with their own hands—at a period when elementary education was so little diffused, and almost entirely without the aid of coercive measures—a vast body of schools, gradually advancing in number, in organization, and in efficiency. Such a result could have been attained, in the absence of school instruction, only amongst a people who possessed an excellent domestic education, combined with strong and pure traditions; and, in fact, the morality of the people of Lower Canada, as established by the criminal statistics of this continent, shews that this has been the case.

"Above all, the efforts of the clergy and the educational institutions, both independent and subsidized, which they have multiplied throughout the country, have given the impetus; the friends of education found in these powerful auxiliaries the means of overcoming the resistance offered by avarice and ignorance, aided by evil counsels. This resistance has not, however, completely disappeared, but has changed its ground. It is now admitted on all hands that schools are a necessity; and while there is hardly a single locality willing to do without them, while in fact the withdrawal of the grant is found to be dreaded as one of the greatest punishments which the law can inflict for a violation of its other provisions and of the bye-laws of the department; on the other hand, it is very certain that the raising of the teachers' salaries and the different reforms required in the system of teaching, still encounter much opposition. They are, nevertheless, matters of the highest importance, even as regards the more general diffusion of elementary education throughout the country.

"The apathy of parents, their neglect of sending their children regularly to school, will be best overcome by the good results of the education received by the children who attend. Now, the results obtained by inferior schools, inefficiently conducted, by ill-remunerated teachers, can never have this effect. The best means, therefore, of increasing the number of pupils, is to improve the school, and consequently to improve the condition of the teacher. It is for the attainment of this object that those who have already struggled with so much courage, and those who would follow in their footsteps, must struggle to-day. It is quite true, that owing to the peculiar manner in which our back settlements are divided, the distance between the houses, and the length of the ranges or concessions, owing also to the severity of the climate and the poverty of many localities, it will never be possible to obtain a school attendance on the part of our children equal in proportion to that of Upper Canada or the State of Massachusetts; but we must not rest satisfied because our proportion is already greater than that of other countries,—such for instance as England and France,—for it is evident (and this is admitted by all) that a far greater number might and ought to attend; it is certain that a great evil exists, and that every possible effort should be made to remedy it.

"In Upper Canada, notwithstanding that the reports of the Superintendents shew that a large proportion of the children attend the schools, divers means of compelling parents to send them with more regularity, are being discussed. Fines, and even imprisonment, are resorted to in some of the States of Europe; but apart from the fact that the application of such a remedy would be difficult in this country, and repugnant to our institutions, I am in hopes that those which I have already pointed out will suffice. As this reform is one which claims the united good will and efforts of all, public attention cannot be too much drawn to it."

Viewing the report as a whole, it gives cause for congratulation that our brethren in Lower Canada are steadily, surely, and not slowly, advancing in education, as well as in numbers, wealth, and influence.—*Altered from the Leader.*

II. EDUCATION IN CANADA.

Our people would need to keep a sharp look out on educational matters, or their Canadian neighbours will out-distance them in the race of intellectual improvement. From reports lately published we learn that the amount paid for educational purposes, during 1860, in Upper Canada, was $1,448,448, and in Lower Canada, $1,124,575. Of the former sum, $895,591 was paid for teachers' salaries in common schools; for erection and repairs of schools, libraries, &c., $164,183; making a total for common schools of $1,159,774. In Lower Canada the whole amount paid for this class of schools was only $619,859—little over half the sum expended in the Upper Province; the remainder going to universities, colleges, academies, and normal schools.

The same difference exists as to the sources from which those sums were raised. In Upper Canada $835,376 was by assessment, against $254,142 in the Lower. From fees Upper Canada paid $91,508, against $249,717 in the Lower Province. The Legislative grant was (for both) $116,000. The total number of educational institutions in Lower Canada was 3,264—an increase of 65 over 1859, and of 279 over 1858. The number of pupils was 172,155,

an increase of 4,007 over 1859. In Upper Canada the total number of educational institutions was 4,379—an increase of 7 over 1859, and of 121 over 1858. The total number of pupils was 328,839—an increase of 14,593 over 1859, and of 22,213 over 1858. In Lower Canada, the number receiving instruction in the various educational institutions was in the proportion of 1 to every 6½ of the population, shown by the census taken last January; in Upper Canada the proportion was 1 to every 4¼ of the population. This is equivalent to 22·65 per cent of the population, which is slightly in excess of the attendance in this State and Massachusetts. Lower Canada is, of course, far in the rear.

In Upper Canada the number of common school teachers employed during the year was 4,281; increase, 46. The lowest salary paid to any male teacher was $96, and the highest $1,300. The average salary of male teachers, with board, was $188; without board, $357. The average salary of female teachers, with board, was $124; without board, $242. In Lower Canada, the number of primary school teachers was 3,315; increase 210.

The number of Roman Catholic separate schools reported in Upper Canada was 115; increase, 10. The amount of legislative grant apportioned to them was $7,419.—*N. Y. Spectator.*

III. AGRICULTURAL PROGRESS OF UPPER CANADA.

Extracts from the Address of J. Barwick, Esq., President of the Agricultural Association.

The Agricultural Association of Upper Canada, which was organised in 1846, has steadily advanced in prosperity and usefulness. In that year the sum of £220 only was awarded in Premiums—at the last Exhibition the Premiums had been increased to no less a sum than £3,750.

At a recent meeting of the Board of Agriculture, it was decided to erect an Agricultural Museum in Toronto. The building is to be proceeded with at once, and will be completed in the early part of next year. The Agriculturalist will then have a repository where samples of the various products of our country can at all times be viewed—an object of interest and importance, not only to the Canadian farmer but to foreigners and intending settlers.

His Royal Highness the Prince of Wales, while he attended the Exhibition of last year, expressed himself highly gratified with the progress of the Association, and with the display of Canadian products, on that occasion, and marked his approval of the organization of the Association, by becoming a member and contributing £200 to its fund, which sum has been invested, and the interest of it will be annually offered as "The Prince of Wales' Prize."

The products, manufactures, agricultural implements, and machinery of Canada, have now attained an excellence which has stood the test of a competition in the mother country, and at the same time has given Canada a most prominent position as a Colony which must be gratifying to every Canadian. The Association has exercised a strong influence in aiding this success and prominence.

In addition to our Agricultural products and the valuable timber in our forests, our mineral resources will eventually become a great source of wealth to Canada.

M. Dufrunoy, member of the Institute of France, and Inspector General of Mines in that country, thus alluded to the collection of minerals at the great Exhibition of 1851, made by our talented Provincial Geologist, Sir William Logan:

"Of all the British Colonies, Canada is that whose exhibition is the most interesting and the most complete, and one may even say that it is superior, so far as the mineral kingdom is concerned, to all countries that have forwarded their products to the Exhibition. This arises from the fact that the collection has been made in a systematic manner, and it results that the study of it furnishes the means of appreciating at once the geological structure of the mineral resources of Canada."

And it is noticeable throughout many parts of the country that the Canadian farmer is adopting underdraining—the making of drain tiles has now become a source of constant and profitable employment in the localities where the tiles are made—the perfect draining of the land will ensure a tenfold return with the early maturity of the crops, lessening the danger of attacks of rust and other injuries, to which the farmers' hopes are subject.

Great improvements have been recently made in many parts of the country in the construction of barns and farm buildings, for the housing and feeding of stock, and securing root crops. Many of these are models of good arrangement, and are constructed in the most substantial manner at a cost, in many instances, which would have been considered a few years ago, when the cultivation of fall wheat engrossed the attention of the Canadian farmer, as too large an expenditure for such objects.

The year 1860 will be noted as an epoch in Canadian history as being the first year during which our Exports exceeded our Imports. The following table of importations and exportations from 1851 to 1860, inclusive, will prove interesting:

	IMPORTATIONS.	EXPORTATIONS.
1851	$21,434,790	$13,810,604
1852	20,286,492	15,307,607
1853	31,981,436	23,801,303
1854	40,529,325	23,019,190
1855	36,086,169	28,188,460
1856	43,584,387	32,047,017
1857	39,428,584	27,006,624
1858	29,978,527	23,472,609
1859	33,555,161	27,766,981
1860	34,441,621	34,631,890

Our aim should be to foster Canadian Manufactures, of those articles that we can advantageously manufacture. Every Canadian will concede that it is of great importance that our towns should be occupied by thriving mechanics and manufacturers, thereby giving to us a home market. How many of the youthful population of our towns and villages might be advantageously and economically employed in woollen and cotton factories who are now in too many instances a burthen on their parents, and at the same time it is to be feared are in a course of training to become vicious members of society.

The crop of wool for this year has been principally purchased for exportation to Great Britain; heretofore it has been exported to the United States, to be there manufactured.

An important communication was transmitted by the Duke of Newcastle to His Excellency the Governor General, being the "Address of the Wool Supply Association of the Bradford and Halifax Chamber of Commerce." This correspondence and address will be found in the July number of the *Canadian Agriculturist*, and well deserves the careful perusal and consideration of the breeders of sheep.

Flax and Hemp are certain and very productive crops in Canada, and might be advantageously grown for manufacturing purposes.

Our Legislature has done much to attract emigration to Canada, by making known her immense resources, but much remains to be done. Canada offers a more favorable field and greater inducements to the emigrant than any other colony of Great Britain—her easy accessibility, her great inland water communication, which is unsurpassed in the world, and her network of railways give ready access to the millions of acres of productive soil which are available on favorable conditions for settlement.

The able and scientific men who have lately explored the British territory between us and the Pacific, have reported favorably on the agricultural capabilities of that region, and also the existence of coal beds, and the feasibility of constructing a line of railway to the Pacific. Should their anticipations be correct, Canada must be enriched by being made the highway for the traffic of that immense territory.

The large fleet of shipping, both steam and sailing vessels, which are attracted to the St. Lawrence, must benefit the farmer by cheapening the transportation of our produce.

The recent arrival of the Great Eastern steamer (the largest vessel in the world) at the port of Quebec, demonstrates the advantages of that noble river.

During the present and past year several lake craft, of Canadian build, have successfully navigated the Atlantic, carrying full cargoes direct from our lake ports to Liverpool, and returning with full cargoes. Our enterprising neighbours in the Western States are also extensively engaged in the same commerce.

The climate of Canada is a healthy one. The following table gives the rate of mortality in various countries:

COUNTRY.	MORTALITY.
Russia	one in 26.68 per annum.
Austria	" 30.43 "
Prussia	" 35.47 "
Europe, mean of 17 States	" 37.93 "
France	" 40.92 "
Sweden	" 43.49 "
Switzerland	" 44.43 "
England	" 46.14 "
Norway	" 51.27 "
Upper Canada	" 102 — "

The system of *Common School Education* in Canada is placed within the reach of the most humble—and there is no bar to their advancement—the most eminent in the various professions in Canada have placed themselves in that position by their abilities and perseverance only; and when the youth of Canada have gone to the mother country to complete their studies for the various professions, they have acquired prominent positions not only in their examinations, but subsequently in their professions. It is worthy of note

that the "Victoria Cross" has been bestowed on several Canadians, for acts of bravery in India and other parts of the world.

As a colony of Great Britain we enjoy the protection of that powerful empire, while at the same time we have the entire control of our local affairs. May it be the aim of Canada to follow in the footsteps of Britain, whose Christian course has placed her in the van of nations.

IV. AGRICULTURE IN COMMON SCHOOLS.

We have previously advocated the establishing of agricultural colleges and the teaching of scientific agriculture in our common schools, and we are more than ever convinced of the necessity of a reform of the kind from the fact that not a hundred miles distant from Kingston the hollows of an uneven road have been filled up with marl dug from a field adjoining. The properties of this valuable material do not appear to be appreciated by the farmers of this locality; but in England and Scotland, and even in New Jersey, it is sold at a high price. Professor Johnston when he made his tour of the Provinces, was so impressed with the abundance of marl in this country that he said Canada would have enough for herself, and to spare for the British Islands. If our farmers would dig out the marl pits and apply their contents to the fields, they would discover a mine of hidden wealth. Nothing is so advantageous to light sandy and peaty soils as an application of marl. Such soils are improved both mechanically and chemically when mixed with marl, and many a worn-out wheat field might be restored to its original fertility by the use of this plentiful material.—*Kingston News.*

V. EDUCATIONAL INSTITUTIONS AS AN INDUCEMENT TO SETTLERS.

At the opening of the public school in Wellington Street, Kingston, on the 2nd of September, Professor Weir gave utterance to a highly suggestive remark. He said it was a matter of great importance to the settler seeking occupation in the cities of a new country like Canada, that he should locate himself where the best educational institutions were to be found, where his children would be surrounded by the best influences affecting their intellectual and moral culture. Judged by the test of educational institutions, the city of Kingston would stand high on the list of Canadian cities and towns. Here we have academies and schools of the highest order to be found in the Province. The University of Queen's College, with its faculties of art, law, and medicine, as well as of Presbyterian theology,—presided over by a Principal of old world reputation, and with a staff of teachers in every way competent to fulfil the duties with which they are charged, has won its way to a very eminent position, after years of struggling against the difficulties which necessarily present themselves in a new country. Students now flock to the College from all parts of Canada, East and West; from the Lower Provinces; and from the bordering portions of the United States. Some of its professors are more than ordinary college teachers. For instance, Professor George Lawson, of the chemistry and natural history departments, is a naturalist of extended repute. There can be no doubt that Dr. Lawson, by his researches in Canadian botany and entomology, will shed a lustre over this district of the country, and especially upon the city in which he resides. Dr. Lawson is known to Britain and to Germany, and by his efforts the *savants* of Europe will become better acquainted with Canada. Besides Queen's College, we have another seat of learning in Regiopolis College. Then there is the County Grammar School and the Queen's College Preparatory Grammar School,—both academies for youth, of the highest excellence. Last, but not least, our city is blessed with numerous well appointed free schools, wherein the child of the humblest citizen may obtain an education which may serve as the stepping-stone to any position in life. In fine, Kingston may well feel proud of her educational institutions; and as they are already a source of income to a numerous class of tradesmen, so also may we expect that they will continue to add both to the prosperity and reputation of the city. Settlers having a care for the physical, intellectual, and moral health of their children, could find no better city in Canada than Kingston in which to locate themselves. On the score of salubrity our city is unequalled on this continent. The reports of the surgeons of the British army show that this place is the healthiest of all the stations to which British troops are forwarded.—*Kingston News.*

VI. KINGSTON PUBLIC SCHOOL LIBRARY.

The new books ordered by the Board of School Trustees for the city public school library, from the Department of Public Instruction, Toronto, have arrived, and are now being classified and numbered, preparatory to being put in circulation, by Mr O'Loughlin, These new volumes will prove a valuable acquisition. They comprise a rich selection of poetry, a goodly number of volumes of travels and adventures in foreign lands, historical, biographical and miscellaneous works of general interest and lasting merit. We may state another important fact in connection with this public institution, and one which shows the advisability of the late removal. Since the establishment of the library in the old Bacon Office, the issues of books have largely increased, and the reading portion of the community are reaping the benefit.—*Kingston News.*

VII. COBOURG PUBLIC SCHOOL LIBRARY.

Mr. Harrison, the worthy custodian of our Town Library, has favored us with a view of the new instalment of books which has lately arrived from the Educational Department, Toronto, some to supply the place of a number that have been lost or destroyed by frequent and rough usage, and others, forming a new and valuable accession to the library. The whole collection amounts to about 270 volumes, and a beautiful and well chosen set it is. We have been perfectly charmed with the botanical volumes, which are beautifully illustrated with coloured and other engravings. Our fear is lest, in a free library, as this is, these will not receive the careful treatment that their beauty and delicacy demands. The librarian informs us that in about a month they will be ready for issue.—*Cobourg Star.*

VIII. Papers on Practical Education.

1. ON MENTAL ARITHMETIC.

To the Editor of the Journal of Education.

SIR,—That Mental Arithmetic is one of the most important, and at the same time one of the most neglected, of the various branches of study in our schools, I think all will be ready to admit. I therefore conceive that a few remarks on the manner in which a class may be advantageously commenced and carried on, may prove acceptable to many teachers who are readers of your Journal.

As I expect there are many teachers who have, at some time, commenced teaching Mental Arithmetic, but have eventually given it up, it may be well to allude to some of the probable causes of failure; and first, I will suppose that a teacher visits a school in which this branch is taught, and hears such questions as the following:—Take three times the cube of 7, add 71, divide by 11; to the square-root of the quotient add the square of 5, and twice the cube-root of 8, and divide by 13. The answers are readily and correctly given, whereupon our friend determines to have a similar class in his own school, and by way of commencement prepares a set of questions in the above style, and proposes them to the scholars. The result may be anticipated. Disappointed and vexed at their inability to answer, he concludes that Mental Arithmetic is a study beyond the capacity of his pupils, and so gives it up in despair. It may be that many do not go to such an extreme, yet doubtless, one of the principal causes of failure in teaching Mental Arithmetic is *commencing with too difficult questions*.

The remedy for this we should pronounce to be simple enough, did we not know by experience that it is not in Mental Arithmetic alone, nor is it a singular fault of the Common School Teacher. It is one of the besetting sins of all who attempt to instruct others, to rate too highly the capacity of their pupils. Preachers, teachers, parents, masters, are constantly falling into the same error. Nor can any set of rules be given for its avoidance; one thing alone will suffice—it requires *constant watchfulness*.

Let us suppose another teacher, who commences under more favorable circumstances. He has scholars who work with facility and correctness. But there may be some who are naturally quicker than the teacher. Occasionally they are ready with the answer before he has obtained it himself; or perhaps he finds, to his dismay, that he has refused a correct answer and accepted a wrong one. Mortified at appearing to disadvantage in the eyes of his scholars, he loses all taste for the study, and soon discontinues it altogether. In order then to carry on a Mental Arithmetic class, it is necessary for the teacher to *keep in advance of the scholars*.

And how is the teacher to act in such a case? It may be neither convenient nor advisable to obtain the assistance of a competent person. His only plan is to subject himself to a course of self-culture. Let him work out mentally, and commit to memory the Multiplication Tables from thirteen times upwards to an indefinite distance. Let him treat similarly the squares, cubes, fourth, fifth, &c., powers of various numbers; in fact, any exercise in which the questions suggest themselves, and the correctness of the answers is readily proved. And this he may do in his spare time, when he is alone, in his walks, in his sleepless nights, (of which a teacher who neglects Mental Arithmetic ought to have a large share,) in short, whenever he cannot be better employed. This will give him expedition in working and strengthen the memory, so that in a short

time he will be able to calculate correctly, and rapidly enough for all ordinary purposes.

A third cause of failure is, the lack on the part of the teacher of a well selected stock of questions. However large the class, and however wide the abilities of the scholars, there must be work adapted to the requirements of each; some simple enough for the dullest, and others calculated to excite the interest of the brightest. There must be sufficient variety in the subjects, or the interest of the class will soon abate. The scholars will become slow and careless, and the teacher dissatisfied.

A class of very young children might begin with the numerals, the scholar at the head of the class saying 1, the second 2, the third 3, and so on; then the even numbers, 2, 4, 6, &c., and in the same way the odd numbers. The addition of two numbers might come next, then three or four numbers, but they should not be required to use large numbers at first. As soon as the Multiplication Table is learned questions may be selected from it; this will remedy the evil of having to begin at the beginning of a table, whatever line is required. Division may follow, but its meaning should be explained. Children understand Multiplication more readily. At first give questions in which there is no remainder to the answer. Thus, fives in 25? Five times. Then fives in 26? Five times and one over. Fives in 27? Five times and two over. This will teach them the meaning of quotient and remainder. When they come to Tables of Weights and Measures, they may be taught to work problems from them. An illustration may be drawn from the Money Table. How many farthings in a shilling? Four times 12 are 48. How many pence in a pound? Twelve times 20 are 240. "Time" is one of the easiest tables to use, as children have no difficulty in understanding it. A variety of questions may be taken from the days of the months; such as, How many days from Jan. 4th to June 17th? or from the longest day to Christmas day? This exercise will fix in their memories the number of days in each month, give them an idea of the relative length of different spaces of time, and they will learn the dates of important days of the year.

The Reduction of Money from currency to dollars and cents, and *vice versa*, may follow; then the value of so many articles at a given price; then the same, with the answer reduced. The Squares and Cubes, from 2 to 10, may be learned, and a variety of questions similar to that quoted above, but of course, very simple at first, and gradually more difficult. The expressions "plus," "minus," "sum," "difference," &c., may be employed so as to familiarize the scholars with their meaning. Questions in Mensuration may now be given, such as, the length and breadth of a field being given, to find its area. The three dimensions of a room, to find its solid contents.

If the teacher is in the habit of explaining the various rules of Arithmetic in class, it is an excellent plan to make the Mental Arithmetic work with it as to subjects. Thus, the definitions, rules, and simplest examples may be taken in one class, and the more difficult problems with the slate in the other. As a preparation for Fractions, the prime and composite numbers, as far as 100, may be learned; then the factors of the composite numbers in pairs, thus, the factors of 24 — 2 and 12, 3 and 8, 4 and 6—three pairs of factors. Each pair of factors may be given by a different scholar first, and afterwards all by one scholar. The next exercise may be the Divisors of Numbers (omitting the number itself and unity), thus, the divisors of 24—2, 3, 4, 6, 8, 12. They may be given separately and then by one pupil. A class that has become expert in these last exercises, will find no difficulty when they come to cancelling, which is one of the most important operations in practical arithmetic. Measure, Common Measure, and G. C. M. may now be taken; then Multiple, Common Multiple and L. C. M. In Fractions, besides the definitions, simple questions may be given in Reduction, Multiplication, Division, &c. Interest is a favourite rule with teachers of Mental Arithmetic, and affords a variety of interesting problems, which may be made to include Insurance, Assessments, &c.

In conclusion, I need not urge the importance of the subject: I think that is admitted by all. There is, however, one fact which perhaps is generally lost sight of. It is a general complaint that children are badly provided with books and other school requisites. This difficulty cannot apply in the present case; for, wherever you have half a dozen children endowed with ordinary capacity, there you have all the materials for a Mental Arithmetic class.

VERULAM, SEPT. 17, 1861. J. H. KNIGHT.

---

2. HINTS ON SCHOOL DISCIPLINE.

FROM THE GERMAN.

The teacher who has the good of the children sincerely at heart, will probably soon discover for himself what peculiar kind of praise and what peculiar punishment may, in each case, be most advantageously employed. This love for the children will prevent him from employing any kind of punishment which would be injurious to them; but it will not prevent him from making use of every allowed and approved means by which the object of sound discipline can be best attained. The disciplinary means which we are now about to speak of, are means which have been devised as substitutes for corporal punishment. Whether when a fault has been committed, and punishment deserved, it should, in all cases, be corporal punishment, or whether other means of correction may be employed, is a point about which there is considerable diversity of opinion. Our own belief is, that inferior or secondary punishments, as they are sometimes called, may often be employed with advantage. Among this class of punishments may be reckoned—

1. *The removal of the children that have committed a fault, from the others.*—This may be effected either by placing the offender on a seat by himself, or removing him to a separate room. Such a punishment may be suitably employed in cases where the child has shown a violent or bad temper, and has quarrelled with his schoolfellows; as well as in cases of confirmed carelessness and laziness. It may also be employed with a view to bring about a change in cases of very untidy habits, a want of cleanliness, &c. But in such cases, the teacher would do well to ascertain that the fault is entirely the child's, for the parents are sometimes in fault in this respect; and where this is the case, perhaps the best plan generally will be for the teacher to have an interview with them, and mention the circumstance to them in the least offensive way he can. Unless they are of a very unreasonable or hasty disposition, this will generally lead to an improvement. Should the children be removed into a separate room by themselves, they ought to be subjected to some oversight, otherwise more harm than good might arise from the arrangement.

2. *Detaining the children in school after the school hours.*—This, for several faults, is a natural and appropriate punishment. If, for example, the child has been idle and remiss in his school-work, either at home or in school, an opportunity is thus given him of repairing his neglect. Or if he has behaved disagreeably, and quarrelled with his school-fellows on their way home from school; by being detained after the others this will be prevented, and the child himself made to understand that by his bad conduct he has rendered himself unworthy of the society of the others. But in carrying this punishment into effect (and the same, indeed, may be said almost of every punishment), great discretion is required on the part of the teacher, and various circumstances are specially to be taken into account. For instance, the child ought not to be detained in school so long after the others that he cannot reach his home before it is dark. He ought not to be detained so as to interfere with his joining in the regular meals with his family; and the same may be said in cases where the parents require the services of the children after school, perhaps, for going necessary messages, &c. Besides this, it is a question whether the teacher's control over the child's time does not cease with the school hours.

3. *Excluding the children from play.*—This is an obvious and natural punishment for several faults. If the child has in any way misconducted himself, it seems but natural that he should be deprived of the pleasure and amusement which his school-fellows enjoy in the recess between the school-work, &c. Some children will feel an exclusion of this kind very much; on others, of a sluggish disposition, it will make but a slight impression, and will scarcely be regarded as a punishment at all: the teacher will naturally bear this in mind, and act accordingly. The children that are kept in school ought not to be allowed to run about in the school nor to idle their time away, but should have some work assigned them to do, and an oversight ought to be exercised over them to see that they do it.

4. *Solitary confinement.*—This punishment is but ill suited to our common elementary schools, and in such schools, indeed, is scarcely possible. The case is different in boarding-schools, where the child can be made to do his work, and yet pass the whole day alone in his own room. Shutting up the child alone, especially a young child, in a dark room, even for a short time, is a practice not at all to be recommended. In children of a timid disposition, it may excite a degree of terror in them which may be permanently injurious to their health. Confinement of this kind is a very different thing from a detention in the school-room, for a time, with work to do, under proper superintendence. To this latter kind of confinement we see no objection, where it can be conveniently put into practice.

5. *A conduct register.*—In many schools there is kept a register of moral conduct, either in a separate book by itself, or in a column appropriated to that purpose in the ordinary school register. Such a conduct register may be of service to the master himself, in assisting him to form a judgment of the individual's character; but it is not easy to see how it can be so managed as to be made to exercise a beneficial influence on the formation of the child's character. Conduct, regarded as a whole, is so complex—so many, and sometimes conflicting circumstances to be taken into consideration—that it is

not easy to form a satisfactory answer respecting it. Proficiency in studies and individual acts of praiseworthy conduct may easily be noted; but unhappily those may often be met with in boys whose entire conduct cannot be approved of—and hence the difficulty practically in keeping such a register. It is well known that in schools in which a prize is given to the boy whose conduct is best, the prize is one which is generally unpopular with the boys themselves, and which there is often difficulty in awarding in a way at once satisfactory to the teacher and to the pupil. An abuse to be guarded against in the employment of a conduct register, is, that the boy whose conduct is faulty, and is so marked in the register, should not be led to think, "that now he has a bad character with the master, it is no use for him to try to be better, or to do better." On the other hand there is a danger lest the boy who has obtained a good place in the register should become careless, and cease to act in the spirit of the apostolic caution, which is not less necessary for boys than for men: "Let him that thinketh he standeth, take heed lest he fall." With a view to avoid these evils, it ought to be understood by the pupils that the marks in the register are subject to a frequent revision.

6. *Conduct reports.*—These reports are of course drawn up from the conduct registers. The good marks, and also the bad, are added up, and a balance struck between them, and the child's character judged of accordingly. These reports are communicated to the parents, and also made known to the children themselves. It may be doubted, however, whether much good results from making the individual's faults of character known to the whole school, as is sometimes done. It seems more advisable that the teacher should speak to the individual privately of his faults: and that with regard to classes of faults which prevail in the school, he should speak in a general way, without naming any particular boy, and leave the culpable parties to apply the censure to themselves, without having the additional mortification of being pointed at. And where praise is due, those to whom it applies will not be slow in appropriating it to themselves, and may be thus encouraged to persevere in well doing. With the better disposed class of parents, some good may possibly accrue from informing them of the character sustained by their children at school; yet from the majority of parents whose children frequent our elementary schools, much good, from this source, is not to be expected.

7. *Deposing the children.*—This may be employed, with certain limitations, as a secondary punishment. It often happens that boys have a preference to certain classes or positions in school to others, and should the individual's conduct be faulty, it may, in some cases, be possible, without interfering with the general routine of the school, to prevent him from joining the desired class, or should he be already in it, to depose him until he has given evidence that he has amended what was wrong. The taking of places during the instruction, is a plan respecting which there is a great variety of opinion, and of course a corresponding variety of practice. Much of its value seems to depend upon the tact and spirit with which it is carried into effect, and these are things for which it is difficult to lay down special rules.

The ingenious teacher will be able to devise and employ various other secondary punishments, according to circumstances, and the matter is one not unworthy of his attention. One secret of success in discipline is, to avoid a too frequent use of severe punishment, and this may often be advantageously done by the employment of secondary ones. With children, it is the *fear* of punishment, much more than the infliction, or a familiarity with it, which is a terror to evil doers.—*English Journal of Education.*

---

3. THE TEACHER'S REWARD.—AN INCIDENT.

The teacher's lot is often called a weary, thankless one, and they who have braved the trials, difficulties and perplexities incident to the calling, *know*, that for their most earnest, unwearied efforts, they often meet with reproach and blame, and that, too, from those most benefited by their exertions. But if faithful, a sure reward awaits them, which, though at times, to the overtaxed sinking spirit, it may seem to tarry, sooner or later will crown their efforts. The soil may be dry and barren, the seed a long time in developing in some cases, while in others a quick and abundant harvest brings a present reward.

An incident that occurred under my own observation, may serve to cheer the heart of some weary toiler, while it forcibly illustrates the power of kindness in the school-room. John D——— had long borne the name of "the worst boy in the district," and his teaachers all agreed that his title was well merited. Idle, wilful, the prime mover of all the mischief in school, he was a constant source of care and anxiety.

But a new term, with a new teacher was about to commence. As usual, John came loitering into school some half hour after it began, seated himself with an I-don't-care-for-any-one manner, gave a bold stare at the teacher, and then commenced his usual sly pranks upon those near him. But the kind tones of the teacher, as she stated to her pupils her interest in their welfare, her desire for their improvement, and her earnest wish that the time spent together might be passed harmoniously and pleasantly, as well as profitably, arrested John's attention, and for the first time he felt that he should have a teacher that he would try to please.

None of this escaped the watchful eye of the teacher. She noted his defiant air, his mischievous pranks, the rapidly changing expression of his countenance, as he sat listening to her words. Nor did she fail to see the conclusion at which he arrived, and resolved to assist in strengthening those new-formed resolutions by every means that love and kindness could suggest.

But the habits of years could not be overcome in a moment; many an anxious hour, many a perplexed and sorrowful thought he caused her. Still she persevered, and as days passed, the same uniform kindness characterized all her words and actions toward him.

His writing had been neglected. She persuaded him one day to spend his leisure moments in making letters upon his slate, and to show to her the first sentence he should write. The idea pleased him and for a long time he applied himself, and then with a bright, happy look held up his slate for her inspection. In rude characters he had traced the words: "A good name is better than gold." It was a touching evidence that her labour had not been in vain, and as she read, a silent tear dropped upon the slate. John saw it—his own eyes filled. "Miss A.," said he," I *will* deserve a good name." The victory was complete; from that day John became a "model scholar," studying earnestly and dilligently from a sincere desire to obtain an education.—*Wisconsin Journal.*

---

4. PHYSICAL TRAINING IN SCHOOLS.

Among the Parliamentary Papers recently issued are two small volumes containing some information collected by Mr. Edwin Chadwick during the recent education inquiry. Mr. Chadwick shows in these papers that the present practice of long hours of teaching is a wide cause of enervation and predisposition to disease, and induces ill habits of listlessness and dawdling. The half-time system is found to give nearly, if not quite, as good education as the whole time; and common sense tells us that a boy who has acquired the same amount of knowledge in half the time of another boy, must have obtained a proportionately superior habit of mental activity. Good schoolmasters say about three hours a day are as long as a bright, voluntary attention on the part of children can be secured, and that in that period they may really be taught as much as they can receive; all beyond the profitable limit is waste. Hence it is urged that part of the present long school hours be devoted to gymnastic exercises or drill, as part of the system of education, or that the half-time system be more adopted. Drill is very strongly recommended by many eminent men, who give their testimony in these papers. It improves the health, the carriage, the manners, even the character; sharpens the attention, gives habits of obedience, promptness, regularity and self-restraint. Sir F. B. Head writes: "No animal, whether on four legs or two, can be of any use in the workshop of man until he has been sufficiently divested of that portion of his natural inheritance called a will of his own." What's the use of a cow, if she won't allow either man or maid to milk her?—what's the use of a horse, if he won't put his head into a collar or suffer a saddle on his back? A system of military drill in our schools would prove so beneficial that, if once adopted, an undrilled young man, like a raw unbroken horse, would be considered unserviceable. "I should consider a youth of double value," says Mr. Whitworth, "who has had the training of the nature of a drill; he attends to commands; he keeps everything he has to do with in a high state of cleanliness; defects are corrected, and special qualifications brought out." "We find the drilled men very superior," says Mr. Fairbairn. "They are constantly in readiness for the protection of the country," writes Lieut.-General Shaw Kennedy. "Men are frequently required," says Mr. R. Rawlinson, C.E., "to use their strength in concert, for which they must have confidence in one another; I have frequently seen trained men weed out unskilled men where heavy lifting has been required, because they dare not risk the danger arising from unskilled strength." Here, therefore, is a special advantage over and above the uses of education generally. "I would not," said an eminent manufacturer, "take less than £7,000 for my whole set of workmen in exchange for the uneducated, ill-trained, and ill-conditioned workmen of the manufacturer opposite. The steadiness of the educated men induces steadiness of work, and comparative certainty in the quality and quantity of the produce." "Why do you bespeak children from the infant school in preference to others?" an operative was asked. "Because they require less beating, and they are sooner taught," was the expressive answer. It is maintained in the papers that much more might be made of the existing means of education by a system of union and consoli-

dation and gradation of schools, and a division of educational labor; and, with improvements of this nature, and contemplating the striking results of education in the district half-time industrial schools for paupers,—schools which are emancipating children from hereditary pauperism and crime by methods of training which might be so much more widely adopted,—"Men like us, past the middle period of life" writes Mr. Chadwick, addressing Mr. Senior, "might expect to see in a few years a change in the whole moral and intellectual condition of the population, as great as any change produced by improvements in physical science and art in our time."—*English Educational Times.*

IX. Biographical Sketches.

No. 24.—ALEXANDER AIRD, ESQ.

Died, on the 11th September, at Pine Grove Farm, Madawaska River, Alexander Aird, Esq., at the venerable age of 82 years, 6 months, and 21 days. The following is a synopsis of his history: Was born in Montreal, January 21, 1779. Went to sea in one of the North-west ships, named the *Beaver*, Captain Arnold Boyd, in 1795, and sailed to London; in 1797, again sailed from Quebec for London in the *Ariadne*, of London, a North-west ship, which vessel was taken at sea by two French privateers, and carried into Bordeaux. After being detained there for fifteen months as a prisoner of war, was exchanged, and returned to London. Was in London at the declaration of peace in 1802. War being again declared with France, was "pressed" on board the British sloop of war *Sophia*, in the port of Lisbon; was sent around to Gibraltar, and joined His Majesty's ship of war *Phœbe*, 36 guns, Capt. the Hon. — Capel. After two and a half years' servitude, left the service at the Island of Malta. Was at Portsmouth at the time of the mutiny in the navy at the Nore, and served under Lord Nelson at Toulon.

No. 25.—ISAAC MATTHEW DOLSEN, ESQ.

At Chatham, on Tuesday, the 10th September, Isaac M. Dolsen, Esq., one of the oldest settlers in that section of the country, breathed his last. For months past the deceased had been gradually failing, although until within a few days ago he could walk about. Mr. Dolsen was born in Detroit in the year 1786, at which time that town was held by the British. A few years later, when that place and the territory adjacent were ceded to the United States, young Dolsen, together with his father and the family—being U. E. Loyalists—came over to Canada, and were amongst the first settlers on the River Thames, in this county, two miles below the present location of Chatham, this being about the year 1794. Here he followed farming, which was afterwards connected with mercantile pursuits. In 1812, when war broke out between Great Britain and the United States, Mr. Dolsen joined the Canadian militia and served through the war as Lieutenant in Captain John Shaw's Rifle Company. He was in the engagements of Mageaugon, River Raisin, and was also in General Brock's army when it crossed the Detroit River, at Spring Wells, and captured Detroit. As a mark of recognition he received in 1848 from Queen Victoria, a silver medal for his services in the war of 1812-14. At the close of the war he came home and settled down on the farm which he lived on until within the past two years. He leaves a large and respected family of sons and daughters.—*Chatham Planet.*

No. 26.—JOHN WAUDBY, ESQ.

We have to record the death of John Waudby, Esq., Clerk of the Peace for the United Counties of Frontenac, Lennox, and Addington. Mr. Waudby expired at his residence, in Bagot Street, on Tuesday evening, August 27th. He leaves a widow and an only daughter to mourn his loss. Mr. Waudby was a native of England, though the last thirty years of his life have been spent in Canada, during a portion of which time he was connected with the newspaper press of this country. He was editor of the *Kingston Herald*, when that journal was under the proprietorship of Mrs. Thompson, from whom subsequently he purchased the proprietorship. He was also selected by Lord Sydenham, when Governor General of the Province, to edit a newspaper at Toronto, with a view to forward his lordship's views respecting the union of Upper and Lower Canada. Mr. Waudby not only possessed literary talent, but was also a mechanician and inventor. In his lifetime he laid claim to the invention of angle-sided mail-clad ships and floating batteries. His paper on this subject will be familiar to most readers of the *Daily News.—Kingston News.*

No. 27.—THE LATE BISHOP MACDONELL, OF KINGSTON.*

In the year 1840, the Honourable and Right Rev. Bishop Macdonell died in Scotland, in the 88th year of his age. His visit to the land of his birth was made in the interest of the land of his adoption; and we can readily believe that if any reflection clouded the hour of the good man's decease, it arose from the fact that Death had overtaken him when far from the people to whose interests he had devoted his holy and useful life.

To-day the men of Glengary and Stormont, have received with full hearts and grateful memories the mortal remains of their father, benefactor and friend. Born in Glengary, of a race famed in story; a race brave, chivalrous and highminded, and at a period when circumstances called forth the noblest attributes of human character, the future prelate's childhood was familiar with instances of bold deeds, heroic endurance, and unwavering fidelity. To the moral and physical education acquired in his native fastnesses, a thorough intellectual training was added in one of the celebrated institutions of Spain; and he returned to Scotland, a priest of the Church of his fathers, with his heart overflowing with love for his kindred, and earnestly desiring to ameliorate the condition of his fellow countrymen.

We believe that the venerable bishop came to Canada in 1804, and settled at St. Raphaels, where he took the place of the Rev. A. Macdonald, Scotus, a good and pious clergyman who emigrated from Scotland with five hundred of his countrymen in 1786. For twenty years he performed the laborious duties of Parish Priest, with zeal and fidelity, deeply venerated by his flock, and loved and respected by christians of all denominations. His Christianity was too pure to endure the presence of sectarian prejudice, and his Catholicity too real and broad for the existence of bigotry. He lived with those who differed from him in points of faith, in charitable love and fraternal unity, and in his biblical schools he gave instruction to the children both of Protestants and Catholics.

How he devoted himself to the heroes whose services in Ireland were so valuable to the British Empire in 1798; how he followed his countrymen to their savage homes in the dark forests which girded the St. Lawrence, every child in these counties know. How faithfully he ministered to the necessity of his flock in the great wilderness, how he toiled and suffered, how many he helped to do right and guarded against wrong, how many his warm sympathies comforted, his manly sense directed, and generous hands assisted, none will fully know till that day when deeds performed in secret will be proclaimed on housetops.

In all his relations of life Bishop Macdonell maintained an admirable consistency of character. His co-religionists may well laud him in his sacerdotal relations. Men of all creeds quote him as an example of the patriot, the neighbour, the Christian gentleman. His prominent services to his country were gracefully acknowledged by the Sovereign. But, when in 1812 his burning words awoke the old heroic spirit in the boys of Glengary, and sent them forth in defence of the honour and glory of Britain, he did no more than he had done a thousand times in schools, in huts, and forest glade. It was always his object to cultivate and extend the spirit of manly patriotism and of love for rational freedom, and the empire of our island sires.

During the ceremonies connected with the removal of the Bishop's remains to the vault of the R. C. Cathedral at Kingston, on the 27th of September, the Rev. Mr. Bentley thus referred to him:—He spoke of the time when the deceased led an humble life in the Highlands of Scotland, and at an early age, having shown talent and uprightness of conduct, he attracted the notice of many eminent persons. In 1762 he became a member of the College of Salamanca, in Spain, and graduated there with great success. In 1786 when the position of the Sovereign Pontiff was threatened by one of the potentates of Europe, the Right Rev. Bishop did his utmost in the service of his Holiness. At the outbreak of the American war, he also rendered important service to the British Government by organising a body of Catholic soldiers, to whom he acted as Chaplain, and who fought for the glory and honor of the British flag. In the Irish Rebellion of '98 his services were likewise important to Government. Finding that his devoted body of Catholic warriors could not enjoy perfect security and happiness in Scotland, for the Bishop had with difficulty succeeded in establishing a small church in Glasgow, he applied to Government for a grant of land in some of Her Majesty's colonies, upon which he and his followers might settle. The Island of Trinidad, at that period a most unhealthy one, was proposed by Government as a fit place for them to migrate to; but, although the Bishop was offered emoluments, and would have been enriched, had he complied with the premier of England's request, yet fearing for the health of his beloved brethren,

* From the Cornwall *Freeholder*, written on the occasion of the transfer by the Right Rev. Bishop Horan, of the remains of Bishop Macdonell, from Scotland to Canada.

he refused to go to Trinidad. Finally, Bishop Macdonell succeeded in obtaining land for himself and followers in Canada, and hither they emigrated before the war of 1812. It was then, when the braggadocio Americans threatened destruction to Canada, and when the inhabitants of the latter country were prepared to resist the meditated invasion, that the devoted Highlanders, to a man, came forward to take up arms in defence of their adopted country. In the rebellion of 1837 they and their leader proved staunch supporters of the Government, and rendered important services in quelling the insurrection of the rebels. Bishop Macdonell, said the speaker, was ever ready at his country's call, and through much hardship, and many difficulties had still faithfully and ploddingly held his way.

No. 28.—DR. MORRIN, OF QUEBEC.

Dr. Morrin was a native of Dumfriesshire in Scotland, but was brought by his parents to Canada at an early age. He received his school education under the late eminent Dr. Wilkie. His medical education, begun in Quebec, was completed in Edinburgh and London. When scarcely of age he commenced to practise in this city, and gradually rose to the highest eminence in his profession, in some departments of which he was probably unequalled by any of his *confreres* in this Province, and in all, gave proof of a sound and sagacious understanding. He was indefatigable in his attention to the duties of his profession. Peculiarly kind and soothing at the sick bed of his patients, he never failed to gain confidence in his assiduity and skill. As a tribute to his professional eminence, he was elected the First President of the Medical Board of the Lower Province. He shared with Drs. Douglas and Fremont the honour of establishing the Asylum at Beauport, and conducting it on principles universally admitted to be beneficial to the patients, and economical to the public. Latterly, his long experience had rendered his opinion especially valuable, and he was called in, in every case of special difficulty and importance. His retirement from practice, some years ago, was felt like that of his distinguished *confrere* and friend, Dr. James Douglas, to be a public loss. With all this constant and unwearied attention to the duties of his profession, Dr. Morrin was an active and efficient member of general society. He took an interest in all public matters. He was to be seen in every important meeting of the citizens, secular or religious. He was a Magistrate and a City Counsellor, and, more than is usual, earnest and assiduous in the discharge of the duties of either office. He twice presided over the city as Mayor, to the universal satisfaction of his constituents; and he was employed by the Corporation to plead with the Imperial Government in London, the claims of Quebec to be the Capital of the Province. A pattern in this respect, not only to the members of his own but of other professions, neither the pressure of public nor professional business ever prevented his attendance on Divine Service. Morning and evening he was regularly to be found in St. Andrew's Chrch, of which he was an attached and zealous member. Under the pressure of age and growing infirmities, his attention to religious duties is understood to have been warm and earnest, as long as his mind was capable of exertion, and to have afforded him the consolation which his circumstances required. We had occasion, recently, to record his munificent donation for the erection of a Protestant College in this city—under the charge of the religious body to which he had always belonged, and can only express again our desire and hope, that Morin College may prove a worthy monument to his memory, and be, as he intended it, of general use to successive generations of the citizens of Quebec.—*Quebec Chronicle.*

No. 29.—THOMAS ATKINSON, ESQ.

Mr. Thomas Atkinson, the well-known Siberian explorer, died at his residence in Lower Walmer, England, on the 13th of August. The London *Athenæum* says:—"For about a year the great traveller had been failing; never having quite recovered from the waste of his long and arduous journeys in the wild country of the Amoor; but no immediate danger had been feared by his physician. Little or no suffering had accompanied his decline, and he passed away as in a tranquil sleep. Atkinson was born in Yorkshire on the 6th of March, 1799, and he was consequently in his sixty-second year when he died. He was in the truest and best sense, a self-made man. Left an orphan when a child, he began life for himself at the early age of eight; from which time he gained his own living, while training himself into a good scholar and a well-mannered gentleman. Those who met him in his later years in the drawing-room or the country-house were struck by the undefinable grace and bearing which are sometimes thought to be the monopoly of ancient race. He educated himself an architect, and a church built by him in Manchester testified to his skill as a builder; his instrument was a pencil, and his vocation that of a traveller. Owing to an accidental remark of Alexander Humboldt he turned his eyes to the picturesque land of Oriental Russia. His pictures, which have been much exhibited at evening parties, and have been reduced for his book, are exceedingly clever, and he wrote with as much power and freshness as he drew. In person he was the type of an artistic traveller, thin, lithe and sinewy, with a wrist like a rock and an eye like a poet's; manner singularly gentle, and an air which mingled entreaty with command. The two great works which he produced on Siberia and on the Amoor have made the whole world familiar with his name, and with his extraordinary assemblage of qualities and accomplishments."

X. Papers on Classical Subjects.

1. HISTORY OF EDUCATION.—THE CLASSIC NATIONS.

THE GREEKS.

The important relation which the culture of the Greeks and Romans sustains to modern education, the mighty influence which their literature exerts upon that of Europe and our own country, and the intense interest with which every man of liberal education must regard those nations, with whose great minds he has been in delightful intercourse, and cultivated an ever-growing intimacy, from the early days of his academic studies, demand that we should consider somewhat extensively the influences which produced their peculiar culture, so long the admiration of the enlightened world; or, in other words, that we should give as extended a view of their education as our limits will permit. While, therefore, we begin with the Greeks, we request the reader to impress anew upon his mind their history from the earliest times, as our limited space would, at best, admit only of a meagre outline of a great historic picture, which ought to be viewed in all its fulness of detail and freshness of colouring.

The ante-Homeric era of the Greeks presents to our view their culture rather in masses, like the confluent light of the nebulæ; and we discern less the education of youth, than certain influences which operated on the whole body of the people, and on a grand scale; and among these, next to religion, music and poetry are prominent. We therefore turn to particular stars of that ancient world, whose light comes down to us from a distance less remote. These are framers of states, legislators, and at the same time educators; or they are distinct institutions, promotive of national culture; or they are entire states, in which we find the Grecian idea of education brought to a high degree of development, and offering instruction even to our age. In following the current of time, the following periods present themselves to our consideration. The Homeric era; the Dorians in their principal seats, especially the Spartans; the philosophic schools; Athenian education; the Athenian educators, and the Grecian culture of their and subsequent times. These cycles of culture will be classified under the names of men who are worthy to be placed at their head, as follows:—1, Homer; 2, Lycurgus; 3, Pythagoras; 4, Solon; 5, Socrates; 6, Plato; 7, Aristotle.

I. HOMER, ACHAIANS, AND HELLENES.

Homer, acquainted with the manners and countries of the people dwelling about the eastern portion of the Mediterranean, shines, by his intellectual culture, which he probably acquired by travel, perhaps even in Egypt, as a great and brilliant star of that ancient time. The knowledge which he acquired, assumed with him a Grecian form. All his collected treasures were remodelled by the creative power of the genius of beauty. From the gods which he found, he formed the Grecian Olympus, and the world to which it was sacred, and his poems became the school-books of the Greeks. His mythology, his historical narratives, his moral precepts, his geography, and his ethnology, became the substratum of whatever was spoken or taught in the Greek language.

Glorious are the ideals of Homer, not only as subjects for the plastic arts, but also on account of certain moral power and grandeur: male and female characters of lofty conception, comprising the twelve higher divinities; and they have thus always exerted a powerful influence even upon our culture. For the history of education, Homer's works contain, in multiplied hints and portraitures, a mine from which we shall offer a few gems. Achilles, his principal hero, was at a tender age intrusted to the care of the faithful Phœnix, who educated him, and was in his old age highly esteemed by his pupil.—(See Il. ix. 485.) His friend Patroclus was educated with him, in the palace of Peleus.—(Il. xxiii. 84, sqq.) Homer's second ideal is Ulysses, a man of refinement and extensive culture, which appears in his moderation and calm discretion, in his rigid self-government, and his comprehensive knowledge of the world and of men. In his son Telamachus we see a well educated young man, whose prominent traits of character, filial reverence, youthful ardour and enterprise, and artless modesty, are depicted with evident delight by our poet.—(See the Odyssey.)

Hector, who in our estimation is the noblest of the Homeric heroes, was humane, generous, and exemplary in his relations to gods and men, towards parents, brothers and sisters, wife and child. A beautiful repose characterizes this picture of the Trojan hero. There are many allusions in Homer to the educational practices of his time. From Od. xv. 262, it appears that persons of rank sometimes educated the children of others with their own. An aged man, Phylas, is represented as educating the orphan child of his daughter, as his son.—(Il. xvi. 191.)

Beautiful and instructive are the following passages: Il. xxii. 490–508; Od. ix. 34, sqq.; Il. xvi. 7–10; Il. vi. 466, sqq.; Il. xxiii. 588.

Homer's female characters are far from being destitute of knowledge and good culture: witness Penelope, Arete, and her admirably educated daughter Nausikaa.

From the time of Homer down to the period in which we behold the Grecian states in a clear historic light, various institutions of an educational character seem to have existed. Such were the medical schools: Asclepiades in Cos, at Crotona, in Magna Græcia, at Cnidus, and at Rhodes. No doubt there were other schools for boys, as they were instructed in vocal music, for which purpose they were necessarily in some way or other associated under a teacher. The common schools, which at the time of the Peloponnesian war existed even in Bœtia, lead us to infer that similar institutions were established at an early period. This inference is sustained by the traces found at an early period in Magna Græcia, and in other regions of Italy settled by Greeks. Nor was the influence of the gymnastic institutions, the several public games, unimportant in respect of mental and moral culture.

II. Lycurgus and the Spartans.

The peculiar culture of the Spartans, which was originated by Lycurgus, is less interesting or important to our age than that of the other Grecian states. For this reason, but also because there are many things connected with Spartan education, nay essential features of it, which would be offensive to the modesty of the reader, we shall forbear entering much into detail. The prominent characteristics of the culture of the Spartans may be readily ascertained from any good work in general history, as, for example, the larger work of Tytler, to which the general reader is referred.

It must be conceded that the idea of Lycurgus, though it embraced little more than the physical culture of man, was a grand one. It was clearly conceived, admirably developed, consistently carried out, and invested with permanent authority, by an extraordinary example, on the part of its author, of self-consecration to the attainment of some great purpose. The fundamental principle of the national culture which he originated, and of the education which, in subserviency to it, he established, was, that all children belong immediately to the state, and not merely because the parents belong to it.—*English Journal of Education.*

XI. Papers on Physical Science, Geography, &c.

1. BOTANICAL SOCIETY OF CANADA.—ABSTRACT OF RECENT DISCOVERIES IN BOTANY AND CHEMISTRY OF PLANTS, BY DR. LAWSON.

THE AREAS OF BOTANICAL DISTRIBUTION THROUGHOUT THE CENTRAL PART OF BRITISH NORTH AMERICA.

James Hector, M. D., accompanied the late expedition sent out by the British Government under command of Captain Palliser. Dr. Hector is chiefly known as an able geologist, and the results of his observations have been, in part, published in the English scientific journals. But he is also sufficiently known as a botanist, and was chosen a corresponding member of the Botanical Society of Canada at one of its early meetings. On the 13th ultimo he read to the Botanical Society of Edinburgh an interesting account of the general features of vegetation in the central part of British America.

Dr. Hector's remarks were of course founded on the botanical results of the late Government expedition. It was accompanied by Mons. Bourgeau as botanist, and the collection made, as named and distributed from Kew, consists of 819 species of flowering plants and ferns, which is nearly one half of the total flora of British North America. An extensive collection of seeds and vegetable products were also obtained by Mons. Bourgeau, and from the former many interesting and beautiful plants have been raised for the first time in this country at the Royal Botanic Gardens at Kew. The country from which the collection was made extended from Lake Superior to the Rocky Mountains, and may be divided into four areas, each characterized by its peculiar vegetation. From Lake Superior to Lake Winnipeg is a low mountainous region covered by an extension westward of the characteristic forest vegetation of Canada.—This does not extend far beyond the Red River Settlement, however, near which place the oak, true sugar maple, cedar, ash, and plain trees cease to be met with, only a few of the ash leafed maple (Negundo) and the 'bastard elm' straggling west in the river courses to the Saskatchewan; but as far as the forest is concerned for the whole distance from Lake Winnipeg to the Rocky Mountains, the 'subarctic province,' in which the only trees are spruce, scrubby pines, with balsam and aspen poplars and birch, bounds the northern limit of the Central Continental arid track, which is characterized by the cactus artemisia. Between the northern zone, which is occupied by extensive morasses and sombre forests of worthless timber, and arid plains where the tough clay soil being without any vegetable to protect it, bakes under the heat of the sun in early spring, so that it only serves to support a sparse growth of wiry grasses and carices; there exists, however, a valuable belt of land from which the timber has been slowly cleared by successive fires. This has arisen from the edge of the woods, the favourite camping grounds of the Indian tribes who live by the chase of the bison; and the great fires which every year start from their encampments and sweep the country, have gradually carried the limits of the thick woods eighty to a hundred miles north of its original position, and thus there has been naturally prepared a valuable and continuous fertile track stretching across the continent, and adapted for easy agricultural settlement. This region is covered with luxuriant natural pasture, abounding in vetches and other nutritious plants, and having an undulating surface dotted with groves and clumps of aspen poplars, which, though worthless as building timber, are yet sufficient for firewood, and add greatly to the beauty of the country. The northern province and the arid track being the second and third areas, the fourth is that along the eastern base of the Rocky Mountains, where many of the plants of the western slopes of the continent are first met with, among which is the Douglas Pine and a few others of the pine group. The Alpine region in the Rocky Mountains is from 6,500 to 9,000 feet above the level of the sea, but it is very variable from their abrupt and craggy aspects. Of fifty plants collected at 8,500 feet, fifteen were common Alpine forms of the Scotch mountains.

Much of the paper was occupied by a description of the physical geography and meteorology of the region, with a view to show the proper position which its flora occupies in relation to the other botanical areas of the northern part of the continent, and Dr. Hector's views on this subject were explained by reference to a map on which the different areas were colored. The very marked representative similarity was alluded to between the Canadian flora and that of the Pacific coast, many of the forest trees having no well marked specific differences; and as there are no trees of any similar forest growth in the central part of the continent, intermediate in character and position, the inference was drawn that we must look for some other link between those two areas, and which is probably to be found by taking into consideration the oscillations in latitude of the vegetation at different periods, as recently suggested by Dr. Hooker.

2. CANADIAN BAROMETERS.*

Mr. J. H. Dorwin, of this city, has shown us one of Wescott's Barometers, the manufacture of which has now commenced in Montreal, and we have no hesitation in saying they are eminently deserving of the patronage of the public. As they are quite a new branch of manufacture among us, and embody a new and improved adaptation of a principle for securing the mercury to make them readily portable, we think it right to direct the public attention to them in a particular manner. The improvement is in the means of locking up the mercury in the tube by turning a thumb screw. After the mercury is thus locked up the instrument may be carried anywhere and at any angle without any danger of injury, thereby adding much to its utility. Another important advantage which this instrument has over any other that we have ever seen is its cheapness. We have seen one of these barometers made by Mr. Wescott, tested by compirason with a standard barometer constructed upon Barrow's English patent, and found minutely and perfectly accurate. Drs. Smallwood and Hall testify to the same fact after careful trials, and this is all that it is necessary to say touching the accuracy of the instrument. We notice that the words Fair, Rain, Stormy, &c., which are usually placed on the scales of barometers commonly sold are left off this, and properly so, for they are very apt to deceive, the true weather test being the rising and falling of the mercury quite irrespective of the height to which it may stand when the atmospheric disturbance takes place—the rising indicating fair weather; the falling, foul. The use of this instrument may prove of the greatest importance to the farmer, and may give him a word of timely caution when other signs fail, or on the other hand, information when he may count on fair weather. It may

* These Canadian Barometers, with many other kinds, are kept for sale at the Educational Depository, Toronto, at prices varying from $10 to $50 each.—(See list in this *Journal of Education* for March last.)

happen that while the sun is shining, the air clear, the sky without a cloud, the falling of the barometer may surely indicate a storm, when neither hay or grain should be cut, and when great haste should be made to house or protect anything that might be out and would be damaged by wet. On the other hand it may happen that when the sky is cloudy and the common signs foretel rain, that a steady rising of the mercury may give the farmer confidence to count on fine weather and govern his operations accordingly. Cases often arise when information of this nature is of great importance. The want of it might lead to damage of a crop which would pay for fifty barometers. A fact showing the great importance of barometrical observations to mariners, some time ago recorded in these columns, we find repeated in a little pamphlet accompanying this instrument containing particular directions for its use. Last winter Admiral Fitzroy, from his readings of the instrument, gave warning of a hurricane, which prevented many vessels sailing from the Western ports of England, and thus prevented the disaster which overcame those who did not heed the warning. To persons about to start on journeys, &c., and in truth in all the avocations of life, in one's homes and places of business the barometer will always prove useful and may prove greatly important.—*Montreal Gazette.*

2. USE OF THE BAROMETER.

(Extract of a Letter from the Rev. Henry Ward Beecher in the New York Independent.)

It is five o'clock. . . . A hundred birds, yes, five hundred, are singing as birds never sing except in the morning. A few chimnies send up a slow wreathing column of smoke, which grows every moment paler as the kindled fires below burn brighter. . . . . The clouds hang low on the mountain on every side. Their ragged edges comb the mountain side, and look as if they must sway the trees in their course,—yet they move with such soft and drowsy measure that not a leaf stirs. Will there be rain to-day? The heavens overhead look like it. The clouds around the mountain hang low as if there were rain coming. But the Barometer says, No. Then a few rounds with the scythe before breakfast. . We must make hay while the sun shines. . The day passes and the night. With another morning, and that Saturday morning comes up the sun without a single cloud to wipe his face upon. The air is clear and crystal, no mist is on the river, no fleece upon the mountain, yet the barometer is sinking and has been sinking all night. It has fallen more than a quarter of an inch, and continues slowly to fall. Our plans must be laid accordingly. We must cut the clover which is to be cured in the cock, and prepare to get in all of yesterday's mowing before two o'clock. Not till about ten o'clock is any change seen. Then the sun's light seems pale, and, though no cloud is before it, some invisible vapor has struck through the atmosphere. By-and-by the clouds begin to form, loose, vast, cumbrous, that slowly roll and change their unwieldy shapes, and take on every shade of color that lies between the darkest leaden gray and the most brilliant silver gray. While eating our hasty meal affairs grow critical. The sun is hidden. The noon is dark. All hands are summoned. . . . . All the girls and ladies come forth to the fray. Delicate hands are making lively work, raking up the dispersed grass and flying with right nimble steps here and there, bent on cheating the rain of its expected prey; and now the long winnows are formed. The last load of hay from the other fields has just rolled triumphantly into the barn. . . . A drop pats down on my face, another and another. Look at those baseless mountains that tower in the west, black as ink at the bottom, glowing like snow at the top edge—what gigantic evolutions! They open, unfold, change form, flash lightning through their space, close up their black gulfs, and move on with irresistible yet silent march through the heated air. Far in the north the rain has begun to sheet down upon old Gray-Lock! But the sun is shining through the shower, and changing it to a golden atmosphere, in which the mountain lifts up his head like a glorified martyr amid his persecutions! only one look can we spare, and all of us run for the house, and in good time. Down comes the flood, and every drop is musical. We pity the neighbors, who, not warned by the barometer, are racing and chasing to save their outlying crops.

3. GREAT ECONOMY IN THE USE OF A BAROMETER.

As great as the value of the barometer is acknowledged to be to the navigator, a little reflection and investigation will satisfy many that its common use will be of scarcely less importance to the tiller of the soil. Let us bring to our aid for a moment the omnipotence of figures, and see what revelations they will not unfold. The United States census of 1850 gives the valuation of the agricultural products of the country (but only including that portion of the crop which is easily damaged by getting wet while being harvested), at more than *nine hundred and fifty millions of dollars!* It is supposed to be a fair estimate, by good judges, that there is an average loss of *five* per cent. on all the crops harvested in the country, because most crops that are injured by storms, or by a succession of damp and cloudy days, are injured much more than five per cent., so that the average on the whole may be fairly set down at that sum. If the value of the barometer in the hands of observing and intelligent farmers is not over-estimated by the most scientific men of this and other countries—such men as Dr. Arnot, Prof. Silliman, Dr. Dick, Prof. Henry, Prof. Maury, and others—it is fair to suppose that a large proportion of this loss might be prevented, and thus a gain made to the farming community of about *fifty millions of dollars* annually! Another item worthy of consideration is the increased cost of harvesting a damaged crop. If by the general use of the barometer this could be prevented, another sum of startling magnitude in the aggregate might be saved.

The little unpretending barometer, hanging in the saloons of our splendid ocean steamers, warns the watchful pilot of the approach of an impending iceberg, even amid the gloom of the darkest night! Why may not its admonitions be of equal value to as much property exposed to the elements on the land, and teach us to shun the losses which annually deprecate the profits of the farm.

The instrument manufactured here is the mercurial barometer, the most reliable as an indicator of the weather. The scale is without the marks pointing out fair and bad weather, as these cannot be absolutely fixed. The variations of the weather can be calculated more reliably by observing the fluctuations of the mercury according to the following rules laid down by Prof. Silliman:

1. The sudden fall of the mercury is usually followed by high winds and storms. 2. The rising of the mercury indicates generally the approach of fair weather; the falling shows the approach of foul. In sultry weather the falling of the mercury indicates coming thunder. In winter a rise indicates frost. In frosty weather a fall indicates thaw; a rise, snow. 3. Whatever change of weather follows a sudden change in the barometer, may be expected to last but a short time. 4. When the barometer alters slowly, a long continuation of foul weather will succeed if the column falls, or of fair weather if the column rises. 5. A fluctuating and uncertain state of the barometer indicates changeable weather.—*New England Farmer.*

4. THE MINERAL WEALTH OF GREAT BRITAIN.

The usual annual statistics of the mineral wealth of the United Kingdom—those for 1860—are of a very satisfactory character, and show that notwithstanding the general depression in commercial circles the progress of mineral and metallurgical industries has been continually onward. The value of the minerals raised in 1860 was £26,404,459, against £24,226,526 in the preceding year,—increase, £2,177,933. The value of the tin, copper, lead, silver, zinc, and pig-iron manufactured from the ores of those metals raised during the period, was £16,939,717, against £15,447,086—increase £1,492-631; of other minerals and metals £170,927 in 1860, against £95,000 in 1859; and of coals, £20,010,674 in 1860, against £17,994,941 in 1859, thus showing the aggregate value of the metals and minerals when brought into the ordinary commercial marketable condition, to have been £37,121,318 in 1860, against £33,537,027 in the preceding year—the increase being equal to £3,584,291.

5. DISCOVERY OF LEAD ORE.

A discovery of lead ore has been made in the township of Storrington, which may prove of the greatest importance to this locality. The spot where the metallic indications have been found is on a farm at Battersea, about two and a half miles from the Rideau Canal, and some fifteen miles distant from Kingston. The specimens of ore which have been brought to this city are very rich, and may possibly average 60 per cent. of metal. The ore is sulphuret of lead (galena,) and is embedded in quartz and heavy spar (sulphate of barytes.) The latter mineral, though of use in the arts, is not of much commercial value; it is used sometimes in the iron smelting districts as a flux together with lime: but its chief use is a nefarious one—viz.: to adulterate flour and white lead. The great specific weight and cheapness of the mineral ensures a large profit when applied to these dishonest purposes.

A quantity of the ore has been forwarded to Montreal to be assayed, and we may be soon in a position to publish an accurate analysis. The persons to whom the specimens have been sent are sufficently impressed with their value to have determined upon sending an expert to trace the extent of the lode. If the explorations of this gentleman prove favourable, it may lead to the formation of a company to work the mine, and benefit the adjoining lands of the township very much. The proximity of the mine to the canal, whereby its produce could be shipped and unlimited supplies of firewood obtained,

will prove a great advantage to any company that may be induced to commence operations.

This discovery will prove of value in stimulating further investigation. Of the immense mineral resources of the township of Bedford the general public have no proper conception. Every day is adding to our knowledge of the mineral wealth of this portion of Canada.—*Kingston News.*

6. A NEW ISLAND IN THE CASPIAN SEA.

The Russian journals announce that a remarkable geological phenomenon has just occurred in the Caspian Sea, an island having risen from the water near Baku, on the western coast. The captain of the Turkman, who first discovered it, states that, except the upper crust, the soil of this new island was quite moist, and very warm, which shews that it was of a very recent formation. It is eighteen feet above the level of the water, and twelve miles from the island of Swinoj.

XII. Miscellaneous.

1. FAREWELL TO THE SWALLOWS.

BY THOMAS HOOD.

Swallows sitting on the eaves
See ye not the gathered sheaves,
See ye not the falling leaves?
Farewell!
Is it not time to go
To that fair land you know?
The breezes as they swell
Of coming winter tell,
And from the trees shade down
The brown
And withered leaves. Farewell!

Swallows, it is time to fly;
See ye not the altered sky?
Know ye not that winter's nigh?
Farewell!
Go; fly in noisy bands
To those far distant lands
Of gold, and pearl, and shell,
And gem, (of which they tell
In books of travels strange):
There range
In happiness. Farewell!

Swallows on your pinions glide
O'er the restless rolling tide
Of the ocean deep and wide;
Farewell!
In groves far, far away,
In summer's sunny ray,
In warmer regions dwell;
And then return to tell
Strange tales of foreign lands,
In bands
Perch'd on the eaves. Farewell!

Swallows, I could almost pray
That I, like you, might fly away,
And to each coming evil say—
Farewell!
Yet 'tis my fate to live
Here, and with cares to strive.
And I some day may tell
How they before me fell
Conquered. Then calmly die,
And cry
"Trials and toil—Farewell!"

2. THE QUEEN IN THE HIGHLANDS.

It is a singular and cheering sight, in these modern days, to see Queen Victoria treading the heather, and wandering among the mountains and streams, where the people once rose *en masse* to resist that dynasty of which she is so illustrious an ornament. With highland chief and lowland laird she is still as popular as she is revered; and were her throne endangered, the shattered remains of once powerful clans would melt into one in order to crush those that would touch her crown with a rude, a hostile or impious hand. Those white cottages that send the sun-rays across the Dee from their bright walls are the creations of the Queen. What is more, she personally visits her tenants, takes a lively interest in their comfort and well-being, and thus finds time to be a model laird's wife, as well as a model British Sovereign. On Sunday she appears, wet day and dry day, in the little parish church in the midst of her highland tenantry and subjects, and joins in the simple service of the sanctuary as devoutly as if it had been the accustomed worship of her childhood.

3. ROYAL RECOGNITION OF MERIT.

It is stated that Sir Edward Coey, the mayor of Belfast, who was knighted the other day, entered Belfast a poor boy about forty years ago, seeking employment, without a shilling in his pocket. Now he is one of the wealthiest men in the community. He has purchased, at a cost of £80,000, the ancestral estate of the Earl of Antrim, and now ranks among the leading gentry of his native land. Another example for manly and noble-hearted Christian boys!

4. THE EVENING FOR READING AND THINKING.

How admirably is this portion of time adapted to contemplation. When the cares and labours of the day are over, and the sable mantle of night is thrown around the earth, all nature is hushed to rest; it is then we call to mind scenes of pleasure which we have enjoyed, or of pain which we have experienced. And how often in the lone hour of evening do our thoughts wander back to the days of our childhood, and perchance to the old schoolhouse where we had many a hard task to perform, and to the social gatherings, which seemed like so many bright spots in our pathway. But oh, how soon the scene is changed! Some that were active and gay have been laid beneath the clods of the valley, and the wintry winds sigh a requiem over the graves of those we loved; others have sought a home in far distant lands, and are toiling amidst privations, which none but those who have experienced them can know. How few there are in this wide world, who, if they turn aside from the noise and bustle of life, ere they are aware, will not find themselves thinking of some friend that has gone to the spirit land; it may be a dear mother, or a kind indulgent father who provided for their wants, or a sweet and idolized child, whom they have watched over with all a parent's solicitude. Amid such reflections, how appropriate are the lines of Cox:—

"Silently the shades of evening,
Gather round my lonely door,
Silently they bring before me
Faces I shall see no more."

But again, we not only reflect upon scenes that are past, but we form plans for the future; and if our hearts have been renewed by divine grace, our thoughts will not be confined to things of earth, but in the stillness of the evening, while we may be admiring the "heavens as declaring the glory of God, and the firmanent as showing forth his handy work," we shall by faith view the Star of Bethlehem as infinitely surpassing in splendour the starry orbs which we behold with our natural eyes. And happy are we if its blessed light is shining upon our pathway through this dark world, and leading us to adore that Being who made all the worlds, and keeps them in existence, and to think of that one above all others, where they need not the light of the sun or of the moon, and where not one thought of separation from friends shall disturb the peace or mar the enjoyment of those who are at rest, in that world of bliss which has no evening, but where her inhabitants experience one eternal day.—A. T., *in The British Mothers' Journal.*

5. ENGLISH LITERATURE.

It is astonishing how much substantial nutriment can be obtained from books. English literature presents to the hungry reader a rich variety of solid dishes. One can take a cut of tender and juicy *Lamb* or a slice of *Bacon*; nor are the *Greenes* wanting. If he is not fond of smoked meat, there is the original *Hogg*, or he may choose a *Suckling* or a *Kyd*. He may have a *Boyle*, if not a roast; and if he is fond of fish, there's *Pollock*. Some like a dish of *Crabbe*—a little crusty, yet many prefer a poet still more *Shelley*. And what for desert? *O-pie*. To wash all these good things down there is plenty of *Porter*, and flowing *Bowles*, with a *Butler* to serve them. With such a feast before him, one may "laugh and grow fat" until he gets *Akenside*, and all *Scott* free.—What the *Dickens* can he want *Moore*?—*Home Journal.*

6. FANCY TITLES FOR BOOKS.

In the year 1831, Hood became acquainted with the late Duke of Devonshire, who appears to have been a kind and useful friend to the poet all through his life, and to his family after death. At the

Duke's request, he sent a list of book-titles for what is called a "blind door" in the library at Chatworth, and nothing can surpass the wit and humor of some of these productions. For instance: "Dante's Inferno, or Description of Van Demon's Land;" "Lamb's Recollection of Suet;" "Lamb on the Death of Wolfe;" "Plurality of Livings, with regard to the Common Cat;" "On Trial by Jury, with remarkable Packing Cases;" "Boyle on Steam;" "Blain on Equestrian Burglary; or, the Breaking-in of Horses;" "John Knox on Death's Door;" "The Rape of the Lock, with Bramah's Notes;" "Peel on Bell's System;" "Johnson's Contradictionary;" "Life of Jack Ketch, with Cuts of his Own Execution;" "Cursory Remarks upon Swearing;" "Recollections of Bannister, by Lord Stair;" "Cook's Specimens of the Sandwich Tongue;" etc.

7. CURIOSITIES OF NEWSPAPER LITERATURE.

Two newspapers lie before us, very different in language, in size, in pretension, in everything, except that they are both very remarkable and interesting. One is in Greek, the other in Chippewa; the former about three times the size of the *Nor'-Wester*, the latter about one half the size. Our tiny Chippewa contemporary is published in Sarnia, Upper Canada, and is edited by the Rev. Thomas Hurlburt, who was Mr. McDougall's predecessor in charge of the Rossville Wesleyan Mission. It is the first number and it is dated February. It is to be a monthly, and is set at 50 cents per annum. Its name is "Petaubun" (Peep of Day). The Cherokees and Choctaws have periodicals in their own language; but this is something new for the Chippewa. And what of our classic contemporary? The name of the paper is "Ho Brettanikos asteer," (The British Star) and is published in London. We are indebted to the Lord Bishop of Rupert's Land for a sight of this interesting newspaper. —*Nor'-Wester.*

8. THE WAR AND AMERICAN NEWSPAPERS.

The following newspapers have been suppressed or prevented from circulating through the post offices, either by the U. S. authorities or by mobs, within the last few weeks:—

Journal of Commerce—New York.
Day Book—New York.
Daily News (Wood's)—New York.
Christian Observer—Philadelphia.
State Journal—St. Louis.
Missouri Bulletin—St. Louis.
Missourian—St. Louis.
Herald—St. Louis.
Boonsville Observer—Boonsville.
Clinton Journal (mobbed)—Kansas.
Dem. Standard (mobbed)—Concord.
Bangor Democratic (do.)—Bangor.
Jeffersonian (do.)—Westchester.
Sentinel (do.)—Easton.
Essex County Democrat—Haverhill.
True American—Trenton.
Stark County Democrat (mobbed)—Clinton.
Gazette (do.)—Wilmington.
Alleghanian (do.)—Cumberland.

XIII. Short Critical Notices of Books.

—— CATLIN'S LIFE AMONG THE INDIANS.—London: Sampson Low, Son, and Co.—To almost every reader of Indian life and adventure, the name of George Catlin is familiar. He has traversed a great portion of the North American Western Prairies, and more recently parts of South and Central America. His books have generally been highly popular in England; and the vividness with which he has sketched the Indian hunting, or predatory life, has given great interest to the subject, and has induced many English sportsmen to forsake the quiet moors and highlands for the exciting chase of the prairies. In order to afford boys the same pleasure as their seniors, in the perusal of Indian stories, Mr. Catlin was induced to prepare this attractive volume. It contains the cream of his sketches and stories, and abounds in entertaining details of personal adventures among the Indian tribes of the West and South-West, and of South America. There are fourteen illustrations, printed on tinted paper.

—— ERNEST BRACEBRIDGE; OR, SCHOOL BOY DAYS.—London: Sampson Low, Son, and Co.—This is one of Wm. H. G. Kingston's entertaining books for boys. It is, we think, one of the best; and in its influence, one of the most salutory. It contains an animated sketch of boy life at a public school, and a detail of all the manly games and sports practised there. The characters of the various boys in the school, as developed in the book by these sports, present a most interesting subject of study for every school-boy—especially in our larger schools, where manly sports are (as they should be) introduced. We are sure, after reading this book, boys will seek to emulate the honorable and manly Ernest, rather than the coarse and brutal Blackall. There are sixteen illustrations, printed on tinted paper.

—— JACK BUNTLINE; OR, LIFE ON THE OCEAN.—London: Sampson Low, Son, and Co.—This is another of Mr. Kingston's stories for boys; but it differs entirely from the preceding book. It contains the history of an orphan sailor-boy, who early in life had the counsels of a pious mother but who afterwards was exposed to all the vicissitudes and privations of life before the mast, with bad companions and cruel captains. Afterwards, however, the seed sown by his mother brought fort good fruit, and at Greenwich he enjoyed a quiet old age.

EVENINGS WITH JOHN BUNYAN. New York: R. Carter and Brothers.—So many expository books on John Bunyan's renowned allegory have been published, that we had supposed the subject exhausted. Mr Large, the author of this book, thinks differently, and in this work seeks to "interpret the dream" and divest it of all ambiguity, by means of a conversational dialogue on each chapter. The plan of the book is a very good one and is well carried out. It represents the head of a family, gathering his children around him, and devoting each evening to reading a chapter, and illustrating it with a running commentary on each point of interest as it occurs. There are several illustrations in the book which add to its interest and value.

—— CALKIN'S PRIMARY OBJECT LESSONS.—New York: Harper & Bros.—This book is designed "for a graduated course of development," and as "a manual for teachers and parents, with lessons for the proper training of the faculties of children." We look upon this book as a most useful manual for teachers. It embodies many of the practical suggestions on teaching which may be found in other works of the kind; but it also includes many new hints and suggestions of much value. We think it will prove of great service to teachers.

—— GOSSE'S ROMANCE OF NATURAL HISTORY.—Boston: Gould and Lincoln. This is a reprint of an excellent English book. The name of Mr. Gosse, the author of this book, is a sufficient guarantee of its excellence. He is an indefatigable naturalist; and it is pleasing to read any one of his numerous books, with their beautiful illustrations. This book being the last is one of the most deeply intereeting. In it, as the author states, he has "sought to paint a series of pictures, reflections of scenes and aspects in nature, which, in my own mind, awaken poetic interest." It abounds in anecdotes of animal life and adventure; and were it not that Mr. Gosse's statements are quite reliable, they would often appear to partake more of romance rather than fact. There are twelve excellent engravings in the book.

XIV. Educational Intelligence.

CANADA.

—— TORONTO CITY SCHOOLS.—A meeting of citizens was held in St. Lawrence Hall, August 2nd, for the purpose of publicly presenting the scholarships in the Grammar School, the prizes and certificates of honour awarded to the successful competitors at the annual combined examination recently held of the pupils attending the Common Schools of the city. There was a large attendance of people, the hall being well filled with the parents of the children and others interested in education. The Rev. Dr. Jennings moved that his worship the Mayor take the chair, which was unanimously adopted. The Mayor in opening the proceedings, said—I feel great pleasure in taking the chair on this occasion. I think that every public man should, as I have said, take an interest in education, and particularly should municipal councils take an interest in Common School education. The intellectual progress of the working classes is a matter to which the civic authorities should devote their attention and extend a fostering care. (Applause.) I visited one of the schools yesterday—the John street school—while the examination was in progress, and was delighted on witnessing the expert manner in which the pupils performed difficult problems and their readiness in answering the questions put to them by their teachers. I am sure that if I had had an opportunity of visiting the other schools, and embraced it, I would have found equal readiness in answering the questions. (Applause.) There is one question to which I wish to direct the attention of this meeting. It has been said that the Common School education of Toronto costs too much, that $11 50 per pupil is too large a sum. Now, it must be remembered that the present system is only in its infancy in Toronto. We have expended $80,000 in erecting school houses, and the interest on that sum with the sinking fund interest are added every year to the cost of maintaining Common School education. The whole amount expended last year was about $25,000,

of which sum the interest of the sinking fund amounted to about $8,000, the balance only being appropriated to educational purposes proper. In this city the children of school-age number about 10,000. Of these there are 4 900 names on the registers of the different schools, but the average attendance amounts only to 2,260. Now, it is scarcely fair in estimating the cost per pupil to base it upon the daily average attendance, because you will find that accommodation has been prepared for the full number of 4,900, and although that number does not regularly attend, you are obliged to provide accommodation for them. If therefore you take this number as a basis, you will find the annual cost to be about $5 per head, or one-half the sum now set down. However, take the larger sum of $11 50, and if you contrast it with the cost in other cities, such as Buffalo and Oswego, you will find that Toronto compares most favourably in this respect. This, I think, meets the objections made to the school system in this city—objections which are participated in by a large number of our citizens, but are not valid. (Applause.) I do not intend to occupy your time any longer, as there are gentlemen present much more able to address you upon this subject. I will therefore conclude by calling upon the Secretary to read the report of the examiners.

The Rev. Mr. Porter, after a few introductory remarks, then read the following Report of the Examiners:—At the combined examination of the Common Schools, Toronto, held 22nd July, 1861, the total number of pupils present was 126. There were 48 from the first, 48 from the second, and 30 from the third or highest divisions. The behaviour of the pupils during the examination was highly creditable. As on former occasions the examiners derived great assistance in making their arrangements from the Rev. James Porter, the Local Superintendant. The examination of the first division was entirely oral. The examination of the second division was also oral, except in arithmetic. In the highest division, the answers were given in writing. In all the divisions, the answering was, on the whole, satisfactory.

First Division.—In this division there were two classes—the first consisting of George street, the Park, Victoria street, Louisa street, John street, and Phœbe street Schools, in which there is a full complement of teachers; the second of Palace street and Givens street Schools. The pupils in both were examined in reading, spelling, arithmetic, and geography. In the first class, the reading was good in all the schools; Mary Jane Berry, of Phœbe street, was the best reader. The spelling was also good; Park street stood first. Arithmetic was fair; Phœbe and George streets were the best. Geography was scarcely so good; George street and Park were the best. In the second class, the reading and spelling were good, both in Palace and Givens streets, especially in Givens street. The answering in arithmetics and geography was not so good in either schools. . .

Second Division.—The pupils in this division were divided into three classes, the first consisting of part of the Park and John street schools, the second of Palace and Givens street, and the third of George street, Victoria street, Louisa street, Phœbe, and part of the Park and John street. They were all examined in writing, reading, spelling, arithmetic, grammar, geography and history. The writing was fair; Palace, Louisa and the Park streets were the best. The reading was good in all the schools; Emma J. Gay, of George street, the best reader. Spelling was very good; Givens and John streets are the best in this division. In arithmetic there was great variety, some very good; Givens street and John street were the best. Grammar was good; George and Victoria streets were the best. Geography good; Victoria and George streets are the best. History was remarkably good in all the schools; George street was the best. . . .

Third (Highest) Division.—The pupils in this division were examined in writing, reading, spelling, definition and derivation, arithmetic and grammar, geography and history. Nearly all the boys, and one girl (Lydia Smith), were examined in algebra, geometery, and mensuration. The writing was very creditable: the Victoria Street pupils were the best. Reading was also very good. Hannah Wilkinson, of George Street, and Henry Robinson, of the Park School, were the best. The spelling was very good: that of the Phœbe and George Street schools were the best. The definitions and derivations fair: Lydia Smith, of Louisa Street school, being the best. Arithmetic generally excellent; John Street and Louisa Street pupils being the best. Grammar, great varieties—some verg good: John Street and Louisa Street pupils were the best. In geography there were also great varieties: John Street and Louisa Street pupils being the best. History generally very good: the pupils in John Street school were the best. The pupils who were examined in algebra, geometry, and mensuration, generally gave excellent answers: William Courtney, of Louisa Street, and William Lewis, of George Street, particularly distinguished themselves. . . . . .

WILLIAM GREGG, M.A.
M. C. HOWE, LL.D. } *Examiners.*

The following boys were then called up to receive the scholarships awarded to them: James Constable, William Dorothy, Thomas J. Coyne, William Courtney, William Lewis, Alfred Baker, and George L. Brighton. —The Mayor, in presenting the boys with their well-earned honours, said that in their successful competition they had shown themselves superior not only to the pupils of their own particular school, but also to those of all the schools in the city. This was an additional honour, and highly creditable to their industry, perseverance, and intelligence. They were now about to enter a school whose principal teacher was a man of much ability and great excellence, and if they persevered in the course they had entered upon, there was no position in the country to which they might not honourably aspire. (Applause.) The prizes and certificates were then presented by the Mayor to those scholars whose names are mentioned in the report given above.

The Rev. Dr. McCaul then addressed the audience. He said that this time last year he had the pleasure of being present at proceedings similar to those which they had now witnessed with such lively interest. He rejoiced to find that this meeting afforded another gratifying illustration of the benefits of competitive examinations, and it furnished another convincing proof of the advantages derived from the presentation of scholarships and prizes, and from inviting the pupils of the different schools throughout the city to contend in a friendly trial of ability and attainments for them. There were theorists, he believed, in education, who objected to the principle of offering prizes and rewards. They believed that it would be much better to persuade pupils to attend to their studies on account of the advantages to be gained from them, and from a conviction that they would thereby be discharging their duty. They also believed that disadvantages arose from these examinations, in producing ill-will and envy perhaps among those who competed for the prizes. He must say that his experience had not shown him that such was the case. He had never observed any ill-feeling amongst those who competed for the same prize; and he was satisfied that competitive examinations were of the greatest possible use, not merely stimulating the young to exertion, but also showing those who privately pursued their studies, and who may have formed an exaggerated opinion of their ability and powers, that they were not superior to others with whom they came in contact. He (Dr. McCaul) congratulated the successul candidates on the honours they had achieved; and their parents, guardians, and friends, to whom their success must indeed be very gratifying. He trusted that their success would incite them to further exertions, and that they would recollect that that part of the race they had passed over was very short indeed compared with that which remained; that the course yet to be run required greater exertion, and would more severely tax their powers. They had still to compete in the Grammar School, and in the higher University course; and in life they would have a yet wider area of competition, and be required to show that the knowledge they had acquired fitted them to occupy responible positions as men, and qualified them to discharge the duties of those stations in which it may have pleased the Almighty to place them. (Applause.) He should be sorry if those who had not been successful—some of whom perhaps were present—would suppose that he had forgotten them. These were divided into two classes, with both of whom he sympathised, but especially with one of them. He meant those who had worked well and done their best, but in consequence of untoward circumstances of various kinds had been unable to secure prizes. To these he would say,—Despair not, despair not! "Try again" was an excellent motto in education as in everything else; "never give up" had led many to success in life. (Applause.) And if, notwithstanding every exertion, they ultimately failed to secure prizes and distinctions, they would still have that better reward of knowing and feeling that they had done their duty. (Applause.) He (Dr. McCaul) added some wholesome advice to those whose want of success was owing to a greater love of play than of study; and concluded an admirable address by impressing the value of cheerful contentment in every condition of life. His remarks were listened to with much attention, and at the close he was warmly applauded.

The Rev. Dr. Jennings next addressed the meeting. He joined very heartily with many happy hearts present that evening—the young who had received honours; their parents and friends who had witnessed with pleasure the rewards conferred upon them; and the teachers to whom, to

a certain extent, the credit of their success was due. He trusted that the young boys and girls who had received prizes that night for their attention, studiousness, and talents, would seek the highest prize of life—that prize which all competitors would receive from a righteous Judge, who would give it to believers for his Son's sake. (Applause.) He would like to have taken up a subject to which His Worship had alluded, with reference to the expense of our city schools, but as the weather was remarkably warm and oppressive, the meeting, he trusted, would excuse him from any lengthened remarks. After a few words respecting the high character of the teachers now engaged in our common schools, the rev. gentleman resumed his seat, amid loud applause.

The Mayor remarked that great credit was due both to the head-masters and the teachers of the schools, and he was sure that the citizens should be proud of all connected with the schools of Toronto.

After prayer by the Rev. Mr. Sanson, and the benediction, the meeting broke up.—*Abridged from the Leader.*

—— FRENCH PRIZE IN UPPER CANADA COLLEGE.—The Rev. Henry Hope, LL.B., has kindly offered a prize of twenty dollars to the best French scholar in Upper Canada College, below the age of fifteen, in 1863. He has made this spirited donation with the view of directing more attention to the study of the French language in Upper Canada, and we doubt not that this handsome prize will incite the College boys to increased exertions.—*Leader.*

——KNOX'S COLLEGE.—The fall and winter session of Knox's College was opened recently by a lecture delivered in the hall of the institution by the Rev. Dr. Willis, Principal of the College. There was a large attendance upon the occasion, both of students and visitors, among the latter of whom were many ladies. There were also a number of clergymen of the Presbyterian Church of Canada present.—*Leader.*

—— MEDICAL DEPARTMENT VICTORIA COLLEGE.—The general introductory to the course of lectures for 1861–62, was delivered by Dr. Rolph on Monday evening in the commodious theatre of the College in Yorkville. The place was crowded by an unusually large number of students, and their friends, as well as by the general public. On successive evenings, interesting addresses were delivered by the other Professors.—*Leader.*

—— TORONTO SCHOOL OF MEDICINE.—This school was opened at the usual time. Several excellent introductory lectures were delivered by the Professors.

—— ST. MICHAEL'S ROMAN CATHOLIC COLLEGE, TORONTO.—The course of study pursued in this College is divided into two departments, viz., one commercial, the other classical. The first—for such pupils as require only limited instruction, suitable to the ordinary occupations of life—comprises Reading, Writing, the study of the English and French languages, Arithmetic, Book-keeping (by single and double entry), the elements of Algebra and Geometry, History, Geography, and the primary principles of Natural History. The second—adapted to those who wish to follow a learned profession—embraces the study of English, French, Greek and Latin, Mathematics and Natural Sciences, Geography and History (ancient and modern). In both departments pupils are exercised in Literary Composition, according to their age and class. If required by parents, they can receive, also, lessons in Drawing and Music. Religious instruction, forming as it does the principal, or rather fundamental basis of all solid education, commands, we need scarcely say, the attention due to its paramount importance. The Professors, in their character of clergymen, are most competent to inculcate, by word and example, the duties and practices of religion; while, having themselves no family ties, they maintain, at all hours, by day and by night, with all the zeal of their sacred ministry, a vigilant watch over the children entrusted to their care. The classes are small; each Professor, having thus but a limited number of scholars, can more easily guide the progress of the more advanced, and excite to emulation the inactive. The Directors of the College are devoted by profession to the training of youth. The Rev. Superior, many years resident in Toronto, requires no introduction to city readers: to our country friends we would merely say, that if the experience of twenty years, combined with profound learning and attractive manners, affords any guarantee for skill in teaching, that much-esteemed gentleman is eminently qualified for the arduous duties of his highly responsible position. During the nine years of its existence, the Directors have continually endeavoured to improve their establishment, by the addition of whatever could conduce to the comfort and amusement of the pupils. The buildings, of white brick, are beautifully situated on a gentle eminence, 125 feet above the level of the lake, nearly surrounded by shady groves, and commanding a delightful prospect. The most desirable advantages of a college are here united—pure atmosphere, the quiet of solitude, the charms of the country, and convenience of the city. Two fine ball alleys have been recently erected: these are duly appreciated both by the pupils and their friends the ex-pupils of the city, many of whom during the hours of recreation renew the recollections of boyhood by sharing the sports of their juvenile acquaintance. A new gymnasium will be added in course of the present season, and extensive improvements in the grounds of the establishment are also contemplated.—The college is supplied with very neat philosophical apparatus sent from France by Bishop de Charbonnell, the founder and devoted friend of the Institution.—Already 800 youths have received within its walls the whole or part of their education; among these are several clergymen now on the adjacent missions; physicians, lawyers, and others, scattered throughout the Province and neighbouring States. The Faculty of the College consists of the following gentlemen:—Rev. J. M. Soularin, Superior, and Professor of Logic and Natural Philosophy; Rev. C. Vincent, Treasurer and Professor of Divinity; Rev. L. Gibrat, French and Singing Master; Rev. M. Ferguson, 1st Classical Master; Mr. T. Dowling, 2nd Classical Master; Mr. Leon Cherrier, Elementary Class of Latin; Mr. M. Mulcahy, 1st English Master; Mr. Kenneth Campbell, 2nd English Master; Mr. T. McCarthy, Elementary Class of English; Mr. J. Cushin, Mathematics and Chemistry; Mr. T. Madden, Master of Discipline; Mr. S. Klingler, Music Master.—*Toronto Mirror.*

—— RETIREMENT OF REV. MR. CHECKLEY.—Our Town and County is about to sustain a severe loss by the resignation of Mr. Checkley, as principal of the Grammar School. In a circular issued from the Department of Public Instruction, copied below, it will be seen that the Rev. gentleman has been called to fill a superior position in the educational system because it is desired by the department to secure that effective administrative talent which has made the Barrie school so pre-eminent during his incumbency. We are proud that the distinguished scholarly attainments of Mr. Checkley, and his successful methods of instruction, are thus acknowledged, even at the sacrifice our community is called upon to make, in being deprived of his presence among us; and herewith congratulate him in the name of the Country at large. Although the new position may not be a pecuniary gain to the rev. gentleman, it will ensure a field for the exercise of abilities peculiarly his own, and which must result in placing him foremost in the educational ranks as a modeller and guide of our educational system. Mr. Checkley is not simply a student, but a man of large energy and force of character; while his amiable disposition and goodness of character has endeared him to all who have enjoyed his contact. As a private citizen, he is one of the most useful and honorable of men, and again we repeat an universal regret at the loss of so excellent an exemplar from amongst us.—*Barrie Advance.*

—— THE WESLEYAN FEMALE COLLEGE, HAMILTON.—This institution was opened on the 19th ult., under the supervision of the Rev. Mr. Jones, the governor of the college. The building has been refitted and otherwise improved, so as to render it the best of its kind for the purpose. There has been but little alteration in the main building, as the hotel was admirably adapted for the uses of a college; but the rooms have been well arranged, and the space economised, in order to accommodate as many students as possible. On the first floor we observe no change, except the fitting-up of the old billiard-room for the preparatory classes. The large and beautiful dining-room remains as before, and it has no equal in the Province. In the upper stories, rooms are laid out for the officers and students—a fine drawing-room being afforded in the west wing of the building. The arrangements could not have been better than they are and all necessary accommodation is afforded both for teachers and pupils. The ventilation of the building is unexceptionable; and the space at the rear of the building, for a play-ground, will be ample enough. On the whole, everything is in the most excellent order, and we trust the patronage to be bestowed upon the institution will be commensurate with the exertions of the Board to establish the only institution of its kind in the country.—*Hamilton Spectator.*

—— UNIVERSITY OF QUEEN'S COLLEGE, KINGSTON.—The 20th session of this Institution was opened on Wednesday, October 2nd, in the Convocation Hall. The introductory lecture, a very admirable one, was delivered by Dr. Litchfield, Professor of the Institutes of Medicine. The number of students present was upwards of seventy, but they had not all arrived in town. In addition to the Professors, who were nearly all in attendance, were a number of clergymen and other gentlemen. The Church of England was represented by the Right Rev. Dr. Lewis, the bishop elect, and other clergymen. The Wesleyan Methodist Church

was represented by the Rev. Messrs. Young and Jeffry; and the Presbyterian Church of Canada by the Rev. Messrs. Gray and Muir. The Chair was occupied by the Rev. Professor Williamson, who opened the proceedings with prayer. The attendance of citizens was hardly as great as usual.—*Kingston Daily News.*

—— University of Queen's College, Kingston.—During the past few years, Queen's College has been rapidly gaining ground and rising in public estimation. New chairs have been established in all the departments, which are filled by gentlemen eminently qualified to impart instruction of a very high order; and last winter the University was rendered complete, by the commencement of a fourth faculty—that of law. We are glad to learn that private letters have been received from the Rev. Principal Leitch, in Scotland, announcing that he has commenced preparations for his immediate return to Canada. This is the more welcome to Dr. Leitch's many friends, as rumours had gained ground that he could not break the many ties which bound him to his native land, and that another appointment to the office of Principal would be necessary. The new Observatory, building in the Park, is rapidly advancing, and will be completed before winter. Dr. Leitch has purchased some very valuable astronomical instruments in Great Britain, which are now on their way out. The Kingston Observatory may therefore be expected to take up a position among similar institutions, and to render good service in promoting astronomical knowledge. The Botanical Society have commenced laying out a Botanical Garden, for which ample scope is afforded by the grounds in front of Queen's College. Near the new gateway on Arch Street, the first ground was broken only a few days since, and already a large collection of specimen plants has been placed in the ground.—*Kingston News.*

—— New School in Kingston.—The new school house in Wellington Street, Kingston, was opened on the 2nd ult., for the purposes of instruction. The building is entered through a capacious play-ground for boys—the left door leading to the apartments for the girls, and the right door to those of the boys. The rooms have ample means of warming and ventilation. The furniture of all these apartments is of a superior kind, and speaks well for the liberality of the School Trustees. In the boys' rooms there are rows of desks with drawers and every essential. At each desk seats are arranged for two pupils. The desks are of black walnut, with iron feet. The chairs have circular iron feet, and are screwed to the floor. These articles are well adapted to their respective purposes. The opening proceedings were very simple and unpretending. At ten o'clock the children of the district, to the number of 80 or 90, under the charge of their teachers, were assembled in one of the upper rooms of the school-house, where were also present several members of the Board of School Trustees. Wr. W. Ford jun., the chairman, presided on this occasion. The proceedings were commenced with prayer, by the Rev. Professor Weir; followed by addresses to the children by the chairman and others. Mr. Ford strove to impress upon the minds of the pupils the necessity of proper attendance at school and attention to their duties whilst present therein. They were cautioned to take special care of the furniture of the rooms; and were warned of the consequence of expulsion which would attend any one of them who might be found defacing or injuring the desks and seats. The chairman said also a few words of encouragement and admonition to the teachers; and next directed his remarks to the parents and visitors, saying that such occasions as these were the times of reward for the members of the School Board. The pleasure to be derived from witnessing an assemblage of this kind, and of showing to parents that the rising generation were possessed of ample facilities for receiving the best instruction, in well ventilated and well appointed rooms, was more than a compensation for the taunts of those few grumblers and croakers who found fault with the free school system and the extra taxation it occasioned.—The Local Superintendent next occupied the attention of the scholars. His remarks were of practical importance, suited to the audience and to the occasion. He urged that not only should it be the aim of the common schools to disseminate an intellectual education, but, so far as our Protestant differences would allow, the teachings should be religious and moral as well. Notwithstanding their differences on many points, the Protestant sects were agreed upon one particular, and no objection would be urged against instructions of a religious and moral, though unsectarian character. He held it to be of the highest importance that children in the city schools should be taught ideas which would give them honesty of purpose, and induce them to love both God and man.—Mr. Paton addressed the children in a pleasing and familiar way, with language and matter suited to their young capacities. He recited two stories—one adapted for girls and the other for boys—each inculcating some good habit and enforcing a moral precept.—The proceedings terminated after a benediction by the Rev. Prof. Weir. The names of the children were recorded, and they were dismissed for the day.—*Kingston News.*

—— Molson Hall, McGill College, Montreal.—Princely Generosity.—Under this most appropriate heading, the *Gazette* of Sept. 4, announces an additional donation from a member of the Molson family—so well known, and so highly esteemed in this city. Four years ago three brothers—John, William, and Thomas—gave the University $20,000 to endow a chair of English language and literature. Since then, the Hon. John Molson has left this mortal sphere for an eternal home; but his brothers are not behind him in well doing. Last year Mr. William Molson undertook the erection of the south-west wing of the University Building, at an estimated expense of $16,000. This was done, says the *Gazette*, in the hope that other friends of the University, blessed with an abundance of this world's goods, would have been induced to come forward and add the corridors necessary to connect the wings with the central edifice, and so complete the University building as originally designed. But while others hesitated, Mr. Molson's desire to see this done increased day by day. The appetite for giving seems to have increased by what it fed on, and he has now announced his intention of completing the buildings himself, at a cost, we fancy, of some $15,000 to $20,000 more, making in all well-nigh $40,000 given by him. No praise that we could give would be too much to bestow on the generous man who is devoting his means to such good purpose. Generations to come will honor his name, and the youth of Canada will call him blessed. His brother—Mr. Thomas Molson—the *Gazette* remarks, has already spent a large sum in building a church and endowing another College. But, if we are not misinformed, the latter institution has no present existence; and the building remains unoccupied. It has been suggested to us by a friend that Mr. Thomas Molson would add to the already immense benefits he and his family have conferred upon the city, if he would lease the building to the Corporation to be used as a House of Industry and Refuge. We know there is such thing as encroaching upon good nature; and it is possible this suggestion may not meet the views of Mr. Molson. If it did, it would then crown the work the three brothers—worthy imitators of Charles Dickens' brothers Cheerbyle—have commenced. It would be the means of educating and training the habits of industry the many houseless and homeless vagrants who now infest our streets, and finish their career in the Provincial Penitentiary or on the gallows: it would be a receptacle for those whom poverty has overtaken; it would afford a shelter for old age, until the grim messenger came. And beside it would be the church to which those whom we shall always have with us, might day by day, and evening after evening resort; to thank the Almighty that He hath put it into the heart of His servant to do this good thing, and to prepare for their latter end. The picture our friend draws is a beautiful one; would that it could to the fullest extent be realized. —*Pilot.*

XV. Literary and Scientific Intelligence.

—— The Fifth Congress of the Social Science Association met at Dublin on Wednesday, 14th August, and terminated on Wednesday the 21st. There were present a great many distinguished persons, including Lord Brougham, the Duke of Wellington, Lord Carlisle, M. Chevalier of Paris, &c. &c. Papers were read each day, except Sunday, on all the departments—jurisprudence, education, punishment and reformatories, social economy, and international trade. Many of these papers were of much interest, and excited considerable discussion. The principal papers read in the department of education were by Miss Carpenter, of Bristol, "On the Application of the Principles of Education in Schools for the Lower Classes of Society;" by Dr. M'Cosh, of Belfast, "On Intermediate Education in Ireland;" by Miss L. Twining, "On the Education of Pauper Children;" followed by a paper on the same subject by Mr. Senior, the Poor-Law Commissioner; by J. Heywood, Esq., F.R.S., "On the Recommendation of the Royal Commissioners on Popular Education respecting Primary Instruction and the better application of Educational Charities;" by the Rev. Dean Graves, "On the question 'Whether the system of competitive examination gives an advantage to persons of an inferior physical development?'" and by Professor Hennessy, "On the best mode of removing any disabilities which impede the advancement of learning." The next meeting of the Association will be held in London.

—— WORMS ON SHADE TREES.—Now is the time to destroy the next crop. Any person looking on our trees or fences will see what appear to be small bunches of cotton attached to them. On examination they will be found to be masses of eggs, which are to furnish a future supply of worms. By destroying the eggs now, we save our trees for future use and ornament, and ourselves from the annoyance of worm nuisance.

—— AURIFEROUS STEEL.—Attention is being attracted in England to a very remarkable invention of Mr. William Longmaid, which proposes to improve the quality of iron and steel by a small actual tare of gold or platinum, or both. Different alloys of the same kind have been already attempted, but nothing has been accomplished, owing to the large quantity of the precious metals used. Mr. Longmaid finds that a half-ounce of one of the above-mentioned metals, or of the two mixed, can be made to penetrate a ton of iron or steel, materially improving its density, ductility and tenacity. A still smaller amount will be found very useful. For bells, Mr. Longmaid has employed as much as three ounces of the precious metal to the ton to great advantage in getting a very sonorous metal.

—— CHEAP INCOMBUSTIBLE DRESSES.—Sulphate of salt or of soda, mixed in small quantities with the starch in which summer dresses or ladies' skirts are "done up," on the authority of Dr. Odling, of Guy's Hospital, London, will make them absolutely incombustible.

XVI. Departmental Notices.

NO PENSIONS TO COMMON SCHOOL TEACHERS UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools, or Teachers of the English branches in Grammar Schools, who are legally qualified Common School Teachers in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, if they have not already done so, their subscriptions, at the rate of $5 per annum for each preceding year, commencing with 1854, and at the rate of $4 per annum for the current year's subscription. The law authorizing the establishment of this fund provides, "*That no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*" No pension will be granted to any teacher who has not subscribed to the fund, in accordance with the preceding regulations of the Council of Public Instruction.

PUBLIC LIBRARY BOOKS, SCHOOL MAPS, APPARATUS, AND PRIZE BOOKS.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

FORM OF APPLICATION FOR PUBLIC LIBRARY BOOKS, MAPS, APPARATUS, SCHOOL PRIZE BOOKS, ETC.

[*Insert Post Office address here.*]

SIR,—The [*Trustees, or Board of Trustees, if in Towns, &c.*] of the ..... School being anxious to provide [*Maps, Library Books, or Prize Books, &c.*] for the Public Schools in the [*Section, Town, or Village, &c.*] hereby make application for the ....., &c., enumerated in the accompanying list, in terms of the Departmental Notice relating to ..... for Public Schools. The ... . selected are *bona fide* for the ..... ; and the CORPORATION HEREBY PLEDGES ITSELF not to give or dispose of them, nor permit them to be given or disposed of, to the teacher or to any private party, OR FOR ANY PRIVATE PURPOSE WHATSOEVER, but to apply them solely to the purposes above specified in the Schools of the ....., in terms of the Departmental Regulations granting one hundred per cent. on the present remittance. The parcel is to be sent to the .... Station of the ..... Railway, addressed to .....

IN TESTIMONY WHEREOF, the Corporation above-named, hereto affixes its corporate seal to this application, by the hand of .....*, this ..... day of ....., 186–.

Amount remitted, $.....

Trustees must sign their own names here. .... Corporate seal to be placed here.

To the Chief Superintendent of Education, Toronto.

NOTE.—Before the Trustees can be supplied, it will be necessary for them to have filled up, signed, and sealed WITH A PROPER CORPORATE SEAL, as directed, a copy of the foregoing Form of Application. On its receipt at the Education Office, the *one hundred per cent.* will be added to the remittance, and the order, so far as the stock in the Depository will permit, made up and despatched. Should the Trustees have no proper corporate seal, the Department will, on the receipt of *two dollars* additional, have one engraved and sent with the articles ordered.

*** If Library and Prize Books be ordered, in *addition* to Maps and Apparatus, it will BE NECESSARY TO SEND NOT LESS THAN *five dollars additional* for each class of books, &c., with the proper forms of application for each class.

☞ The *one hundred per cent.* will not be allowed on any sum less than *five dollars*. Text books cannot be furnished on the terms mentioned above: they must be paid for in full, at the net catalogue prices.

PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the new Postage Law, the postage on all books, printed circulars, &c., sent through the post, *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will therefore please send such an additional sum for the payment of this postage, at the rate specified, and the Customs duty on copyright books, as may be necessary.

ASSORTED PRIZE-BOOKS, IN PACKAGES,

Selected by the Department, for Grammar or Common Schools, from the Catalogue, in assorted packages, as follows :—

Pkge. No. 1.	Books and Cards,		5cts. to 70cts. each.....	$10
" No. 2.	Ditto	ditto	5cts. to $1·00 each.....	$16
" No. 3.	Ditto	ditto	10cts. to $1·25 each.....	$20
" No. 4.	Ditto	ditto	10cts. to $1·50 each.....	$26
" No. 5.	Ditto	ditto	15cts. to $1·75 each.....	$30
" No. 6.	Ditto	ditto	15cts. to $2·00 each.....	$36
" No. 7.	Ditto	ditto	20cts. to $2·25 each.....	$40
" No. 8.	Ditto	ditto	20cts to $2·50 each.....	$46
" No. 9.	Ditto	ditto	25cts. to $2·75 each.....	$50
" No. 10.	Ditto	ditto	25cts. to $3·00 each.....	$56
" No. 11.	Ditto	ditto	30cts. to $3·25 each.....	$60
" No. 12.	Ditto	ditto	30cts. to $3·50 each..... ..	$66
" No. 13.	Ditto	ditto	35cts. to $3·75 each.....	$70
" No. 14.	Ditto	ditto	35cts. to $4·00 each	$76
" No. 15.	Ditto	ditto	40cts. to $4·50 each.....	$80

☞ *Special Prizes*, in handsomely bound books, singly, at at from $1.05 to $5.50. In sets of from two to six volumes of Standard Literature, at from $3 00 to $10.00 per set.

* The Trustees of the Section; Chairman and Secretary of the Board of City Town, or Village Trustees; Warden, Mayor, or Reeve.

ADVERTISEMENTS inserted in the *Journal of Education* for 25 cents per line, which may be remitted in *postage stamps*, or otherwise.

TERMS: For a single copy of the *Journal of Education*, $1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

All communications to be addressed to J. GEORGE HODGINS, LL.B., *Education Office, Toronto.*

LOVELL AND GIBSON, PRINTERS, YONGE STREET, TORONTO.

Dec 2

JOURNAL OF EDUCATION, Upper Canada.

VOL. XIV. TORONTO: NOVEMBER, 1861. No. 11.

CONTENTS OF THIS NUMBER.

	PAGE
I. EDUCATIONAL PAPERS READ BEFORE THE SOCIAL SCIENCE ASSOCIATION AT DUBLIN—Middle Class Education—Intermediate Education in Ireland—Erasmus Smith's Foundation—The Church Education Society of Ireland—The Claims of Schoolmasters for Appointments as Inspectors of Schools—Lord Brougham's Remarks on Education	161
II. GOVERNMENT VIEWS ON THE EDUCATION COMMISSION	164
III. EDUCATIONAL DEPARTMENT OF THE INTERNATIONAL EXHIBITION IN 1862	165
IV. EDUCATION IN FOREIGN COUNTRIES—(1) Education in Bengal. (2) Education in Denmark	167
V. EDITORIALS—(1) Appointment of School Section Auditors. (2) Annual School Meetings,—Duties of Chairmen and Electors,—Appointment of School Auditors	169
VI. PAPERS ON PRACTICAL EDUCATION—(1) Lessons on Objects	170
VII. MISCELLANEOUS—(1) Indian Summer. (2) The Queen as "Lady of the Manor."	174
VIII. SHORT CRITICAL NOTICES OF BOOKS—Oliver Cromwell—Alcohol and Tobacco—Roughing it with Alick Bailie—Faraday's Chemical History of a Candle	174
IX. EDUCATIONAL INTELLIGENCE—Canada: University College, Toronto—Barrie Grammar School—Prize for English in Lower Canada Schools. British and Colonial: Cost of the English Education Commission—Expense of the Inspection of the English Schools—Irish National Schools—Middle Class Examinations in Ireland—Cost of National Education in Ireland—University of Dublin—King's College, Windsor, Nova Scotia—Education in India	157

EDUCATIONAL PAPERS READ BEFORE THE SOCIAL SCIENCE ASSOCIATION, AT DUBLIN.

The Fifth Congress of the Social Science Association, held at Dublin, terminated on Wednesday, the 21st August. The following is an abstract of some of the more important papers read in the educational department of the Association.

MIDDLE CLASS EDUCATION.

Mr. Joseph Bentley read a paper entitled "The strong claims of the Middle Classes for justice in the matter of Education." The author observed that the educational improvements of late years had been confined to the upper and the lower, without having been partaken in by the middle classes, although the latter contributed, in taxes and subscriptions, upwards of a million a year in aid of improved education. Good teachers constituted the key to all improvement of the kind. Teaching required special qualifications independent of intellectual acquirements; it was susceptible of being developed as an art itself. Traditional forms and customs too much prevailed in the universities, which had not cultivated the *art* of teaching. Colleges for training and certifying teachers for the schools of the poor had already been established, and had produced satisfactory results. He contended for an extension of the principle to all schools. Four years ago a deputation of the Society for Promoting National Education called the attention of the Privy Council Board of Education to the subject. Two years ago Lord Brougham, in the House of Lords, presented a largely signed petition in favour of the establishment of a Government test of the qualification and fitness of middle-class school teachers as well as those for the humbler classes. The government promised to give the matter their consideration. Nothing had since been done. The plan recommended by Mr. Bentley, to overcome the defect indicated, was the establishment of colleges for the training of teachers for middle-class schools, which would be under Privy Council regulations, but should be supported by private contribution.

INTERMEDIATE EDUCATION IN IRELAND.

The Rev. John Hall read a paper on "Intermediate Education in Ireland." As a member of the executive committee, Mr. Hall had undertaken, on behalf of the Rev. Dr. M'Cosh, to bring before the section the subject with which Dr. M'Cosh's name had so long been identified.

In the year 1854, Dr. M'Cosh, in a series of letters addressed by permission to the Earl of St. Germans, then Lord Lieutenant, exhibited the condition of the country in such a light as to leave no doubt on the minds of many candid and influential persons that there was urgent need for public interference. Some steps were taken towards it in parliament, but the question became complicated by the introduction of new elements, and changes in the government took place, postponing, let us hope, only till our time, the completion of the educational machinery of the country, so that the boy from the primary school may be helped onward, by a judicious outlay of public money, to the highest advantages the University can furnish. For let it be borne in mind that there is a class of schools, once numerous throughout this country, now almost disappearing before the national system. In the schools of this class a few boys learned classics and mathematics. They were not sufficiently numerous to sustain a school, but the teacher supplemented his income by the instruction of non-classical pupils. The latter, however, have gone to the national schools, and it has ceased to be remunerative to the teacher to keep up his school for the sake of the few classical scholars. Very many Irish towns and villages had formerly such adventure schools, which have entirely disappeared. That the loss is practically great, is proved by the fact that no inconsiderable number of distinguished men at the bar, and in the various churches, have been indebted to these for their preparation for the Universities of Dublin or Glasgow. Many Irish towns, as Dr. M'Cosh showed, with a population of three, four, five, or six thousand, have no classical school; and many populous neighbourhoods, thriving villages, and rising towns, are five, ten, or even fifteen miles from any classical school; while in Scotland a classical

education at a cheap rate, except in the thinly-populated Highlands can be had within a very few miles of any family by means of the burgh, parochial, and latterly the Free Church schools. It is easy to see how many promising and clever lads must be intercepted by the want of a connecting link between the common school and the college, who otherwise would find their way to the places of apothecary, surgeon, solicitor, or to the bar, or the ministry of the various churches. But the government has created another reason for its interference here. To Lord Stanley the country is indebted for the existing primary schools, and to Sir Robert Peel's government is it indebted for the three Queen's Colleges, each with a staff of 20 professors giving instruction in medicine, law, agriculture, and arts. In these kingdoms no higher standard of education is set up than in these colleges, and the university which they constitute; and that this standard is attained as fairly as elsewhere is proved, to the great credit of the energetic and thoroughly competent but poorly paid staff of professors, by the competitive examinations. But whence are the pupils to be drawn to the Queen's Colleges? Throughout the country there are diocesan schools and endowed schools—by no means numerous enough for the wants of the country, and in which, owing to various causes, the course of preparation is adapted to the elder university. In making reference to Trinity College, it is be distinctly understood that no jealousy towards her is felt, for no true friend of Irish Education would lower her proud position, or limit the usefulness of the distinguished men who sustain her reputation. He would not give her less, but the others more. His argument was, that the legislature having affirmed that there should be primary schools at the public expense, and that there should be Queen's Colleges and a Queen's University at the public expense, and the empire having as a whole accepted the arrangement—for, be it borne in mind, no succeeding government has touched but with a helping hand the systems originated by Lord Derby and Sir Robert Peel—it is necessary to connect the two, and to feed the latter by a system of schools in advance of the primary schools, and preparatory for the Queen's Colleges. Otherwise the educational legislation of the country, as Dr. M'Cosh has shewn,, will be like a costly house with two storeys, each roomy and airy, but in which the builder overlooked the connecting staircase. That the Queen's Colleges have succeeded so well, with the only schools that could have been feeders to them incidentally diminished by the National Board, was a striking, in his mind a most impressive and encouraging, proof that a growing thirst for knowledge, with a laudable ambition to rise by enlightenment, pervades the great mass of the Irish nation. How the schools should be organised or sustained, we do not deem it wise to attempt to discuss in this paper, further than to say that local efforts should be stimulated, not superseded, and that the system should be separate and distinct from the National Board.

ERASMUS SMITH'S FOUNDATION.

The Rev. Professor Gibson (of Belfast) read a paper "On the Foundation created by Erasmus Smith for Educational Objects," with a view to shew that it was originally designed for the elevation of the middle classes in Ireland. Of the personal history of the founder little was known, except that he was an alderman of London who lived in the seventeenth century, and of whose intentions the late Commission of Inquiry had no other documentary evidence than that supplied by the charter granted by Charles the Second. The original indenture, however, by which Erasmus Smith made over certain of his estates for such objects had been since discovered in the Birmingham Tower in Dublin Castle, and had been transcribed by him (Professor Gibson) entire. This deed, dated 1657, made over upwards of 13,000 acres of land in several counties for the formation and endowment of grammar schools, vesting the same in trustees, of whom six were leading Non-conformist ministers, and the others were the chief officers of state under the commonwealth. The clerical members were the same as had been selected by Cromwell for revising, with a view to their confiscation, the entire episcopal revenues in Ireland, and for introducing other sweeping changes; while the non-clerical were men after Cromwell's own heart, enjoyed his fullest confidence, and prepared to carry out all the measures of his government. They were, in short, Cromwellians out and out, about whose religious profession and standing there could be no question. Read in this light, it was not difficult to account for one provision in the deed, otherwise inexplicable, namely, the founding of scholarships in connection with Trinity College, Dublin, by one who was himself a zealous Puritan. Of the first fellows of our national university, two were Scottish Presbyterians, of whom one was tutor to Archbishop Ussher; and Cromwell, when he assumed the reins of government, seemed to have resolved to restore the constitution of the College to its primitive model. Hence the designation of the two trustees, Winter and Mather, to its highest honours. When Erasmus Smith placed his schools on the basis of such a deed, and made in it, as he did, provisions for having it ratified by Act of Parliament, "according to the true intent and meaning of these presents," with the sanction of "His Highness the Lord Protector, under the great seal of England," there could be no reasonable doubt of his intentions. Additional evidence of his non-conformity was to be found in the fact that he was elected alderman in 1659, the ninth year of the Commonwealth, a time when the Independents were in all their glory. But shortly after the original indenture was executed, Cromwell died, and all things were changed. With the restoration came all sorts of edicts against Nonconformity, Acts of Uniformity, Conventicle, and Five-mile Acts, in consequence of which none of the six clerical trustees might shew himself within five miles of a corporate town or city, while the rest were *ipso facto* disbanded, and were no more heard of in the administration of any civil or religious trust. Twelve years after a charter was obtained, vesting the administration in far different hands, requiring that every schoolmaster and usher in the schools should be approved by the episcopal authorities, and that a lectureship should be founded in connection with Trinity College. One important provision remained, namely, that the scholars should be regularly taught the catechism of Archbishop Ussher, a broadly evangelical formula, similar in structure to that of the Westminster Assembly, of which Ussher was himself a member. The principle of making laws or regulations for the schools was also secured to the founder. The charter had not been in operation more than fifty years till new legislation was adopted, and an act was passed authorizing the application of the surplus which had accumulated to charitable uses, empowering the trustees to found two lectureships and three fellowships in Trinity College, and ratifying an agreement entered into with the Blue Coat Hospital for the maintenance of twenty pupils. In 1791 the surplus had increased to more than £1,400 a year; and in 1807 there were in hand £35,000. £900 or £1000 annually were expended on Trinity College; an examination hall was built at a cost of £2500, and the College was presented with a library at an expense of £9,000. During all this period little or no attention was paid to the founding of grammar schools, "the primary object," as the late commission had once and again characterized it, of the trust. About half a century ago the trustees began to stud the country, north and south with English schools, amounting three years ago to 119 in all, and maintained at a large outlay, while on the four grammar schools only some £700 or £800 annually were expended. A suggestion had been made by a special commission in 1791, to erect a professional academy of a high class in Dublin, but it was not attended to. In one important respect also the intention of the founder and requirement of the charter had been disregarded, namely, in regard to the use of Ussher's Catechism, which was superseded by others. Upwards of £17,000 had been lost owing to the discontinuance of English schools, on which it had been expended. "Thus have the governors," said the late commission, "not only neglected the primary trust of the grammar schools, but have not managed prudently the secondary trust of English schools, which they have developed to an extent disproportionate to their resources." Much of the mismanagement was attributed, and was doubtless due, to the constitution of the governing board itself, seven of whose members were *ex officio*, and the remainder self-elected. An entire revision of the management was necessary, and demanded legislative interference. Intermediate instruction was the educational requirement of the day, and in the case of Erasmus Smith's schools, the net revenue of his estates, consisting of upwards of £7000 a year, which should have been applied to this important object, agreeably to the intentions of the founder, was a loss to the community. It was to be hoped that ere long the legislature, which had once again interposed with reference to this trust, would interpose once more, and place it on a basis on which, as originally designed, it would subserve the objects of the entire educational interest in Ireland.

The Very Rev. Dean Graves, as an Erasmus Smith Professor, and one of the commissioners alluded to in the paper, wished to say a few words without entering into the antiquarian part of the question. He thought that the funds were admirably administered, and the existing schools ably directed under the direction of the present governors, who were all episcopalians. At the same time he thought the governors would have acted more wisely if they had devoted a larger part of the funds to the encouragement of grammar schools, and had not given so much to elementary schools. But they did nothing illegal in acting as they had. He believed, however, that since the report of the commission had been issued, the governors had made great exertions to improve their schools by raising the standard of education and employing competent teachers. This was only one of the good results of the commission.

THE CHURCH EDUCATION SOCIETY OF IRELAND.

The Rev. A. M. Pollock read a paper "*On the Educational position of the Established Church in Ireland.*" Among the agencies at work in Ireland for the education of the great body of the population, the Church Education Society deserves a prominent place,

both on account of the extent and importance of its operations, and also because of the wide-spread hold it possesses upon the regard and sympathy of the vast majority of the clergy and gentry belonging to the Established Church of the country. For upwards of twenty-one years the Society has been carrying on its labours over all Ireland, diffusing the blessings of sound and wholesome secular instruction, and training the young in the knowledge and practice of those virtues which make for their advancement in the present world, as well as in acquaintance with and in obedience to those heavenly truths that lead to salvation in the world to come. During all this time, its operations have been maintained exclusively by voluntary contributions. Its central establishment consists of the extensive model schools, situate in Kildare-place, for male, female, and infant scholars, conducted by a large staff of teachers of the highest capability and qualifications, together with the admirable training school, second in efficiency to none in the entire kingdom, in which candidate teachers from all parts of Ireland are received and boarded, and are instructed in the most improved methods of educational science. For the advancement and perfecting of these the Society spares no expense nor pains. The Society has also model and training schools on a lesser scale, but in vigorous working order, at Belfast and in Bandon. As regards its operations throughout the country generally, it is enough to say that the schools in connection with it are principally maintained by their respective patrons, whether lay or clerical, though frequently aided by grants, in both money and requisites, from the central committee. There is likewise a regular system of inspection maintained by qualified officers. The income of the Society has for many years exceeded £40,000 annually, and last year it reached the sum of £45,669. The number of pupils on the roll, according to the latest report, was 73,497, of whom 49,100 were members of the United Church of England and Ireland; 14,269 were Protestant Dissenters; and 10,128 were Roman Catholics. The Society has, in direct connection with it, 1559 schools; but besides these there are also a large number of others in the country conducted strictly upon its principle, though under other voluntary societies, or else (owing to their peculiar circumstances) prevented from being placed in union with any educational society whatever. The distinctive principle of the Church Education Society is, that instruction in the Word of God should form a necessary part of the daily exercises of all the pupils in attendance on its schools. It is owing to their adherence to this principle, that the schools of the Church Education Society have been precluded from a participation in these ample funds, which are annually granted from the public purse for educational purposes in Ireland. It is on this account that the Established Church of the country has so long continued to hold (at a great annual sacrifice) its painful position of disagreement with successive governments on this all-important question; but with every returning age and with every fresh development which has taken place of the effect of an unscriptural, an irreligious or a purely secular education upon a people, the upholders of this extensive society have become more and more convinced that their views on this subject are just and sound, and that the true education for any people is that, and that alone, in which divine teaching—meaning thereby the knowledge of God and of His revealed word—is made the basis of all the instruction provided. The present position of the Established Church of Ireland, as regards the educational working of the country, is not only distressful but wholly anomalous. The legitimate and proper province of the Church of any country is that of being the recognized educators of the people; and while (in a free state) the fullest liberty should be granted to such persons as conscientiously dissent from the form of religion established by law, and while the utmost facilities ought to be afforded to them to bring up the young of their communions in their own particular religious belief, yet that the scruples of every other denomination should receive the fullest, while those of the Church of the land and of its Sovereign are wholly disregarded, is scarcely capable of defence. It is imagined by some that the foundation for the present system of education in Ireland was laid by the report of the Royal Commissioners, which was presented to Parliament in the year 1812. This opinion is an error. These Commissioners found a multitude of schools in existence and in as healthy action as the circumstances of the times allowed. They felt, however, that their number was too limited, and also that the means at their command were inadequate to the wants of the country. Hence they recommended the establishment of additional and supplementary schools in all such places as they should be required, admitting persons of all religious persuasions to partake of their advantages. But they also—and principally—recommended that the existing parochial schools should be more liberally supported, that good books should be provided for them, and that they should be made truly effective under the superintendence and care of the parochial clergy. But, that the Church schools should pass utterly away, as they since have done, from the care and cognizance of the State, was never for a moment in the contemplation of the Commissioners. It has next been maintained that the present system of National Education in Ireland, to which the great body of the Protestants of the country object, is the outworking of the scheme laid down by the Right Hon. Mr. Stanley (now the Earl of Derby) in his letter to the Duke of Leinster. This likewise is a total mistake. Since the original establishment of the existing system (not to speak of its first framing, as set forth in that remarkable State letter) the alterations made in it have been so numerous and so great that it scarcely retains any resemblance whatever to the type by which it was to have been modelled.

THE CLAIMS OF SCHOOLMASTERS FOR APPOINTMENTS AS INSPECTORS OF SCHOOLS.

Mr. D'Orsey, English Lecturer at Cambridge, said, he feared the remarks which he was about to make would be at variance with popular feeling, preconceived notions, and aristocratic prejudice. Few would listen with patience to any project bearing on intermediate education that referred to the important principle of training the man who was to be the educator. He asked permission as a schoolmaster, to speak very plainly on this point. He would confine himself at present to the question of the social position of the schoolmaster. The phrase "only a schoolmaster," although going out of fashion, was still not altogether extinct. There had been in some places, and still was, an impression that those who failed in other professions would do for that of a schoolmaster. It was replied to him, when speaking on this topic the day before yesterday, that the highest circles in the realm had received schoolmasters. His reply was, that the reception was not in virtue of the position of schoolmaster, but in virtue of the ecclesiastical position which the gentlemen enjoyed. The highest classes of schools—Eton, Harrow, and many others in England and Ireland—enjoyed the direction of, perhaps the most eminent men that the University sent forth, and might perhaps be taken as exceptions to his observation; but of the middle class of schools, a large proportion lying between the schools he had mentioned on the one hand, and the National schools on the other, were, as had been well stated already under a class of men—might he dare to use the expression—not very far removed from the "Wackford Squeer's" order. Canon Robinson, of York, whose name ought to be known to every educationist, had said in a recent article in the *Museum*, that a large number of private schools were under the direction of bankrupt publicans, dismissed railway clerks, and tailors who could not find sufficient employment in their profession. It was easy to point out defects, but it was difficult to suggest remedies. He knew it would be said, that if men were deserving, they were sure to obtain the place suited to their talents; the world would ultimately do every man justice. But his proposition in connection with this question of middle-class schools was, that Government had not done justice to the profession of schoolmaster, as such. He maintained, and he hoped he should not shock anybody's feelings, that schoolmasters as schoolmasters, and not merely as clergymen, should be at least upon the same level with other professions in yielding a crop of royal inspectors of schools. He hoped he should not offend any gentleman connected with Normal schools there when he said that a good many of those schools—he would not say all of them—were aiming too much at "cramming," to use a familiar but most expressive word, and not sufficiently at training of a professional character. If of two men, one were possessed of ten per cent. of attainments and ninety per cent. of teaching powers, and the other had these proportions reversed, the former would make the better teacher. Practical skill, far more than profound knowledge, was the essential desideratum in schoolmasters for all sorts of schools.—*Educational Times.*

LORD BROUGHAM'S REMARKS ON EDUCATION.

(Extracts from his opening Address before the Social Science Association in Dublin.)

In coming to the next department—Education—our attention is first of all arrested by the great event which has happened since our last meeting, and to which our unwearied exertions have most essentially contributed—the repeal of the paper duty, the heavy tax upon knowledge in every one of its various branches. That gross and glaring anomaly in our legislative as well as administrative proceedings, has now ceased. We can no longer be charged with, at one and the same time, paying for schools to teach and raising the price of the books taught—of encouraging the people to read, of patronizing authors, and multiplying readers, while we make it unprofitable for the former to write and hard for the latter to read. The effect of this most salutary change has been immediate and it has been great. Over what an ample field its operation extends may be seen from this,—that one daily penny paper has a circulation of 80,000; and a halfpenny weekly journal, with excellent cuts, has been established, and already issues above 8,000. My complaints

made at the Liverpool meeting can therefore no longer be urged, and a prodigious benefit has been conferred upon all the departments of knowledge by the steady perseverance of Mr. Gladstone in carrying this great measure against the most formidable resistance both in parliament and beyond its walls. Of that benefit we of the National Association have our full share, along with the gratifying reflection on the part we took in obtaining it. The good thus bestowed seems to be free from all admixture of evil; for the alarm felt by some, affected by more, at the cheap newspaper press, is really groundless. The bulk of readers, always influenced by the more rational and better informed part of the community, will entirely discountenance and prevent those outrages upon the taste as well as truth and decency which we have seen in the press of some countries—of one particularly, so gross as almost to pass belief. But the character of the people must not be judged as if they could approve of such things. We might as well charge the French countrymen of Lavoisier and Lafayette with being robbers and murderers because the daily papers of Marat and Hebert preached wholesale pillage and assassination, as hold the countrymen of Washington and Franklin answerable for the sins of their press—a compound of slander, fraud, and bluster. So the incomparably lighter excesses with which our journals may be chargeable in the heat of factious controversy, are never more than passing and temporary, giving way to the predominant good sense and good taste of the community. The solid benefit obtained by the multiplication of cheap papers, and works of all kinds, is real and permanent, and a subject of just congratulation, if it were for nothing more than their tendency to free the public from the monopoly of the established papers, and the domination which that monopoly has its effect in producing. But our proceedings touching education have been successful in other directions. At the Bradford meeting, the vice-president over this department was Mr. Chadwick, so well known for his invaluable services on the Poor Law Commission, thirty years ago, and without whose aid and agency that great measure of practical social science, the New Poor Law, could never, in all probability, have been prepared. At Bradford he communicated to Mr. Senior, one of the Education Commissioners, who attended our congress, the result of the discussions in the department over which he presided, upon the important subjects of reducing the time consumed in teaching at schools, and of forming those schools and unions so as to lessen the cost and increase the efficiency of instruction. The Commissioner requested him to examine these points in detail when the congress broke up. He did so, and collected a most valuable body of information, by visiting the schools in the manufactories of the West Riding, conferring also with school inspectors and with medical men. His report was, unfortunately, too late to be inserted in that of the commission; but it has since been moved for in the House of Lords, and is presented with his letter to Mr. Senior. It may be considered as an event in the history of education, and it is quite certain to occasion extensive improvements, increasing the number of children taught, lessening their labour, and making it conducive to the health both of the body and mind. I certainly regard Mr. Chadwick as having rendered to education a service equal to that which the amendment of the Poor Law owes him. On the former occasion I gave him what I deemed his due commendation, speaking as a Minister of the Crown, in the assembly over which I presided. I knew him not personally, nor was I aware that he then belonged to the newspaper press. Panegyric is never popular; and mine was not soon forgiven; I don't know if the subject of it was assailed; I well remember the author of it was pretty severely and pretty generally.

> "Satire is sure to find a willing ear,
> And they who blame the sneerer, love the sneer.
> But righteous tributes no emotion raise,
> And those that love the virtues, hate the praise."

In this congress I hope that my motive may plead in extenuation of the fault, and I may be pardoned for being dull by the consideration that I have been just. A further and an important advantage has been gained by the last congress for the interests of education. The progress of popular instruction had been grievously obstructed by the separate and oftentimes conflicting proceedings of its promoters, attached, and conscientiously attached, to different sects of religion, acting in opposition to each other, though if brought together, and to a clear understanding, they might, from their honest zeal for a common object, have been led to co-operate, or at least not to conflict. This great step was made in the congress at Glasgow. For the first time the leaders of the Established Church party, of the Free Church party, and of the United Presbyterians, met together and maintained their respective views before the members of the association. The result was the formation of a representative committee (of the chief denominations), whose labours there was every reason to expect will lead to a reduction of the points of difference, and a removal of the main obstacles of progress. Both at that meeting and at Bradford the important advantage was gained of bringing the ecclesiastical school teachers in more full communication with the laity, and with the professors of social science. It would be improper to leave the great subject of education in the country where we are now assembled, without mentioning a fact that has been reported to us on good authority, and even under the influence of prejudices which it rather thwarted. In Scotland it is found that the Irishmen educated at the larger national schools are, in consequence of their greater steadiness, sobriety, and general trustworthiness, preferred to ill-educated Scotchmen, for the places of foremen in the manufactories; and our good countrymen of Scotland have a similar complaint of the greater number of Irish educated at the colleges being successful candidates for Indian civil service appointments.

II. THE VIEWS OF GOVERNMENT ON THE REPORT OF THE ROYAL EDUCATION COMMISSION.

Mr. Lowe, the Vice-President of the Committee of Council on Education, in the debate on the vote of £648,794 for Public Education in Great Britain, made the following statement respecting the changes about to be introduced by Government:—"Passing over the economies which we mean to effect, I come to the question—in what manner are we to deal with the defects which have been pointed out by the Commissioners? There are three faults found:—first, that we teach superficially, ambitiously, and imperfectly; secondly, that we do not spread our schools as widely over the country as we should; and thirdly, that our system is full of complications. It seems to me that it is quite possible to suggest a system which may in a great degree do something towards remedying these defects. What we propose to do will be embodied in a minute which will be laid on the table as soon as possible. I will merely state the outline of the minute, prefacing it with the assurance that the committee need not be afraid that we contemplate any *coup d'état*, because the nature of the grant is such that we cannot make any innovations until the end of the next financial year. It appears to me that the complexity resolves itself into this, that not content with giving the grants on the performance of particular conditions, which I think is a right principle, we have also insisted on paying those grants to the persons for whom they were designed. It might be necessary before the schools were organized to do this. But now we have been in communication with between 6,000 and 7,000 managers of schools, and on no occasion has there been any doubt that money paid for a particular purpose has found its way to its destination. If the payments are made direct to the managers, that will be an enormous advantage, even if the payments remain the same as now. This is a recommendation of the Commissioners, and it is also a recommendation of the Commissioners that these payments shall be discontinued, and that, instead of graduated payments of the complicated nature which I have described, augmentation allowances to teachers, varying from £15 to £30, and augmentation allowances to pupil-teachers, varying from £12 to £30—payments in the nature of capitation grants—shall be substituted. We think it will give great simplicity to the system and much facilitate its working. But then comes the question, on what conditions shall the capitation grants be given? We think that at present the capitation grant is not given on sufficiently stringent conditions. We think we ought to be satisfied not only that the children have attended a proper number of times and that they have been taught by properly qualified teachers, but that something has been done worthy of the attendance and of the teaching powers of the masters. At the same time we must not be understood as proposing to base our payments upon results simply and by themselves. We think it would be rash and imprudent to sweep away a machinery which has been constructed with great labor, care, and dexterity,—which, although it may be complicated and difficult to work, has answered many of the purposes for which it was designed,—in order to substitute the new and untried plan of trusting merely to the results of examinations. What we mean to do is to take care that the capitation grant, when paid, shall be paid only upon our being reasonably satisfied that the desired results have been attained. We propose, therefore, to give the capitation grant on the number of attendances of a child above a certain number, provided always that the school is certified by the inspector to be in a fit state, and provided also that there is a certified master. These are the conditions necessary for the payment of the capitation grant; but, in order to spread the system more widely, we propose to create a fourth kind of certificate, which will be lower than the present certificates, which may be taken by a younger person, and which will probably be more available for the purposes of rural schools. Having thus secured attendances we propose to go a step further. We propose that an inspector shall examine the children in reading, writing, and arithmetic. If a child should pass in the whole the full capitation grant will be given; but if he fail in

writing, for instance, one-third of the grant will be withdrawn; if he fail in both reading and writing, two-thirds will be withheld; while if he fail in reading, writing, and arithmetic, no portion of the grant will be paid. Thus, the House will see that we shall never pay anything for a child unless that we have been satisfied—first, that he has attended above a certain number of times; secondly, that he has attended a school which is under a certified master; and, thirdly, that he has satisfied an inspector of his capacity in reading, writing, and arithmetic. I hope the change we propose may have some effect in correcting the evils in the teaching which have been complained of. Our object is to secure, as far as possible, that the attention of the master shall not be confined to the upper class of his school, but shall be given to the whole, and we endeavour to effect that object by making the payment of the capitation grant depend upon the manner in which he has instructed each child. I may add that we do not intend to break in upon the system of pupil teachers as now existing. I can hardly hope that I have made myself intelligible. The matter is one of considerable complexity, and I may be allowed to recapitulate the main features of our plan. We propose to give capitation grants on so many attendances above a certain number—say above 100—the object being that we shall not be paying money for a child who has been taught by another master, and who comes to school merely for the purpose of getting the grant. We also require that there shall be a certified master, in order to secure good order, discipline, morality and competent teaching. Lastly, the grants will be subject to reduction upon failure in reading, writing, or arithmetic. It will be seen, therefore, that when a grant is paid, we shall have secured, as far as we can, not only the presence of a competent teacher, not only the attendance of the child, but also some knowledge of the actual results of the teaching.

Sir J. Pakington.—Will the capitation grants be given in all cases on a smaller number of attendances than at present?

Mr. Lowe.—I have not committed myself upon that point, but my impression is that the grants will be paid on a smaller number of attendances than at present, because there are other conditions which must be complied with. I shall now briefly state some of the advantages which I think will arise from our plan. It leaves the whole system of the Privy Council intact. It merely substitutes one kind of payment for another, and that a much more simple and convenient one. It will be attended by a considerable diminution of trouble. It leaves to the managers of schools greater freedom of management than they have at present, and it has always appeared to me that, so long as certain indispensable conditions are complied with, you ought to minimize your interference with the management of schools. Heretofore we have endeavoured to provide the means. We are now extending our view, so as not only to provide the means, but also to see that those means when provided are used to the best advantage. That, I think, is a decided step in advance, because what is the good of attendance and of teachers unless they lead to real instruction and knowledge in the children? We also give the master a much stronger motive for exertion than he has at present. If his children do not pass the examination he will fall into disgrace with his managers; while if they do pass he will naturally be highly esteemed, and will have an opportunity of rising in his profession. Our plan, in short, will give an impulse to the profession of schoolmasters, and to the laudable ambition of men who wish to raise themselves in life. At present our schoolmasters are treated upon the principle which Mr. George Potter and his friends desire to apply to the case of all workmen. We first ascertain the capacity of a teacher, and then we pay him a certain sum whether he works or not; just as Mr. Potter contends that a man who is lazy and inefficient should be paid as much as a man who is active, industrious, and skilled in his trade. For that system we propose to substitute the wholesome stimulus which must be afforded by an inquiry into the actual results of the teaching in a school, testing the exertion which the master has used in teaching, not the upper class only, but all the children under his charge. Hitherto we have been living under a system of bounties and protection; now we propose to have a little free trade. Our plan carries out the idea of the Report, though free, I trust, from many of its objections. The Report suggests the propriety of our being satisfied that the children possess the elementary accomplishments of reading and writing. I think that suggestion is a valuable one, and we have acted upon it. What we propose to do is built upon the present system of the Privy Council. No attempt has been made to introduce any change. The schools will continue to be denominational, and religious teaching must be the foundation of all. The inspectors will still conduct a religious examination; in short, there is no proposal to make any change in the religious character of the schools. It only remains that I should point out the evils of the system. As the system spreads we must increase the number of inspectors. I am afraid that is unavoidable. We have considered the recommendation of the Commissioners that we should employ schoolmasters instead of inspectors; but it appears to us that, considering the delicate and difficult duties which inspectors have to discharge, we ought to retain as inspectors persons of the same class as we have them now. We believe the work will be more efficiently done by them than it would be by any schoolmasters. They will, as I have said, increase with the extension of the system, but I hope not very rapidly. We must recollect that inspection and the increase of inspectors are evils inseparable from a central system. We grant money; it is necessary we should ascertain that it has been properly applied, and we know not how we can get that information except through persons appointed to examine and report. But let me say, that if the number of inspectors should become too large, Government and the House have the remedy in their own hands. The number of inspectors is far larger than it need be at this moment, because each denomination has its own inspectors, and it often happens that three or four gentlemen are sent to the same town to inspect the schools in it. That, of course, involves an enormous waste of time and money, and some good might be effected by making the same gentlemen inspect all classes of schools, with the exception, perhaps, of those belonging to the Roman Catholics. However, we propose nothing of that kind; I merely point out what might be done. Another evil is that we shall pay over the money to the manager of a school, instead of the person who is to receive it; and therefore we are not quite so sure that the money will reach the hands for which it is designed. That, however, is more a theoretical than a practical objection, and I have no doubt that the charitable and religious persons who manage schools will be found in every respect qualified to discharge this trust. I have now laid before the House, I am afraid at too great length, the views and intentions of the Government with respect to the report of the Education Commission. I hope that, whatever hon. gentlemen may think of our proposition—upon which, of course, I cannot expect them to deliver a judgment until they have seen the details—they will, at least, believe that we have honestly endeavoured to do our best, under circumstances of great difficulty. We have endeavoured to meet the case as well as we could; and we hope, by the kind assistance of the House, to succeed in giving greater efficiency to the present system. The House must not expect from us impossibilities. We cannot combine in the same system the advantages of the voluntary principle with those of the system of public grants. We want to carry out the best system under present circumstances as far as we can. So far as we can elevate it—so far as we can make it more comprehensive, more efficient, and more economical, we are most anxious to do so."—*English Journal of Education.*

III. EDUCATIONAL DEPARTMENT OF THE INTERNATIONAL EXHIBITION, 1862.

The following is a classified list of objects admissible into Class 29, devoted to "Educational Works and Appliances."

A.—Buildings, Fittings and Furniture.

I. *Buildings.* Plans,* Sections, Elevations, Drawings Photographs, and Models of Schools; Infant, Primary, Secondary, Industrial, Sunday, Adult, Trade, Art, Technical; Swimming, Riding, Fencing, &c., Higher: Lecture rooms, Institutes, Public Libraries, Museums, Private Studies, Dormitories, Training Colleges, Universities.

II. *Fittings and Furniture.* Specimens, Models, Drawings, &c., of desks, galleries, forms and seats, black-boards and easels, inkstands, and wells, tables, worktables, &c., teachers' and pupil-teachers' desks and boxes, beds and cribs for infants, timepieces, curtains for schools, cases and stands for maps and diagrams, receptacles for hats, cloaks, &c.

III. *Sanitary Arrangements, specially suited for Colleges, Schools, and Institutes.* Apparatus for heating, lighting, and ventilation; play and exercise grounds, lavatories, waterclosets, urinals, &c.

IV. *Furnished or Fitted Models*, and collections of furniture, &c. requisite for schools and other educational institutions.

B.—Books† and Instruments of Teaching generally.

I. *Reading and Spelling.* (*a*) Books: Primers, reading books, works on elocution, &c. (*b*) Tabular Lessons: Alphabets, spelling exercises, &c. (*c*) Materials: Boxes of letters, &c.

II. *Writing.* (*a*) Books: Manuals for teachers, copy-books, &c. (*b*) Copies and models for imitation: Diagrams of forms and proportions of letters. (*c*) Materials: Slates, pencils, pencil-holders, pens, pen-holders, pen-menders; ink, rulers. (*d*) Mechanical

* Models of buildings should be on a scale of ½in. to a foot; ground-plans on a scale of ⅛in. to 1 foot; and block-plans on a scale of 1-16th in. to 1 foot. Materials and cost should be specified.

† It is hoped that arrangements may be made under which the books in this class may be consulted by visitors.

expedients for directing the hand, or otherwise assisting the pupil in learning to write.

III. *Arithmetic.* (*a*) Books: Theory or practice of arithmetic, mensuration, or book-keeping. (*b*) Tabular Lessons: Elementary illustrations of number. Sheet exercises and sums. (*c*) Pictorial illustrations and diagrams of weights and measures; illustrations of the various systems of weights and measures in the United Kingdom. (*d*) Mechanical Appliances: Ball-frames, cubes, &c.

IV. *Religious Instruction.* (*a*) Books: Bible manuals; compendiums of Scripture or ecclesiastical history; catechisms; books for Sunday-school use, &c. (*b*) Bible Pictures: Illustrations of Eastern life and manners, &c. (*c*) Maps, Charts, and Models, illustrating the chronology, history, or geography of the Bible.

V. *History* (Secular). (*a*) Books: Manuals of ancient or modern history; biographies; reading books. (*b*) Chronological charts and diagrams; systems of mnemonics applied to chronology, &c. (*c*) Pictures, in series or singly, exhibiting historical events.

VI. *Geography.* (*a*) Books and Atlases. (*b*)* Maps, Charts, Models, and Diagrams. Outline maps: simple projections. (*c*) Globes, plain or in relief. (*d*) Miscellaneous Appliances. Slate globes, maps in relief, models and pictures of physical phenomena, &c. (*e*) National Surveys.

VII. *Language.* (*a*) Books: Works on composition, the analysis of sentences; the philosophy and structure of language; dictionaries and grammars of ancient or modern languages; editions of classic authors; courses of reading and instruction. (*b*) Tabular Lessons in parsing, etymology, or logical analysis.

VIII. *Mathematics.* (*a*) Books: Treatises and exercises on pure or applied mathematics. (*b*) Illustrations: Geometrical diagrams; models and drawings for elementary lessons on form and quantity, &c. (*c*) Mathematical Instruments: Simple and cheap instruments for school use, singly or in cases; mariner's compasses; sextants, theodolites, levelling instruments, &c.

IX. *Physical Science.* (*a*) Books: Text books and manuals on astronomy, mechanics, electricity, chemistry, mineralogy, &c. (*b*) Drawings and Diagrams illustrating scientific truths. (*c*) Models and Apparatus employed in teaching. (*d*) Cheap Collections of Objects adapted for chemical, electrical, or other scientific experiments.

X. *Natural History.* (*a*) Books: Manuals or reading books on botany, zoology, and geology. (*b*) Drawings and Pictures; Illustrations of structure, appearance, relative sizes, or local distribution of plants and animals. (*c*) Charts and Diagrams to simplify or exhibit systems of classification. (*d*) Elementary collections of natural history.

XI. *Music.* (*a*) Books: Theory or practice of vocal or instrumental music; exercises. (*b*) Compositions: Chants, part songs, school songs, &c. (*c*) Diagrams and Tabular Lessons, shewing scales, systems of musical notation, &c. (*d*) Instruments of Instruction: Black boards for music lessons; tuning forks, pitch-pipes metronomes; cheap musical instruments for schools, juvenile bands, &c.

XII. *Drawing, Painting, and Design.* (*a*) Books: Hand books of instruction for teachers, exercises for pupils, &c. (*b*) Copies: Drawings and pictures, models, casts, &c. (*c*) Materials: Paper, pencils, rubbers, chalks, brushes, easels, colours, canvas, palettes, &c. (*d*) Diagrams and Models: Illustrations of theory of perspective, laws of vision, &c.

XIII. *Domestic Economy.* (*a*) Books: Text books and reading books adapted for school use, on needlework, cooking, choice of food, materials for dress, management of a house, &c. (*b*) Illustrations; Pictures, diagrams, models, and specimens of household implements, furniture, &c., suitable for educational use.

XIV. *Industrial Education generally.* (*a*) Books: Manuals of gardening, agricultural, or other industrial work done in schools, or other institutions of technical instruction, whether for children or for adults. (*b*) Instruments and illustrations employed therein.

XV. *Social and Economic Science.* (*a*) Books: Manuals and reading books, on wages, capital, labour, the conditions of industrial success, &c. (*b*) Tabular lessons; or other visible illustrations of such subjects.

XVI. *Physiology and the Laws of Health.* (*a*) Books: Text books and reading books on animal physiology, functions of the skin, cleanliness, food, ventilation, respiration, general conditions of health. (*b*) Diagrams and drawings. (*c*) Anatomical models for teaching.

XVII. *General Knowledge.* (*a*) Books: Text books on common things, the philosophy of every-day life, &c.; lessons on objects; courses of miscellaneous instruction. (*b*) Drawings and diagrams exhibiting the structure and use of familiar things, as a watch, a door-lock, tools and simple machines, weights, lengths, &c. (*c*) Models and specimens used in teaching.

XVIII. *School Registers.* Roll-books, registers of attendance, payments, progress, &c.; expedients for facilitating the collection of educational statistics.

XIX. *Tablets and Pictures for Wall use*, including contrivances for rendering school-rooms cheerful and ornamental.

XX. *Teaching for the Blind, the Deaf, and Dumb, Idiots, or others mentally or physically deficient.* (*a*) Books: Embossed for the blind; alphabets for the dumb, &c. (*b*) Treatment of defective utterance. (*c*) Instruments and apparatus adapted for these purposes.

XXI. *Special and Professional Education.* (*a*) Books: Manuals of military, naval, legal, medical, engineering, or other professional instruction. (*b*) Instruments and apparatus used in such instruction.

XXII. *Theory and Practice of Teaching.* (*a*) Books: Methods and systems of teaching; model lessons; teachers' manuals; courses of pedagogy; schemes of examination; histories of education; reports, &c., of Committee of Council on Education, Boards, and societies of education; statistics of education, histories, reports and regulations of public libraries, book-hawking societies for promoting the sale of pure literature, literary and scientific societies, institutes, &c.

XXIII. *Libraries.* Collections, lists, or specimens of books adapted for school libraries, either by their cheapness, or by arrangement or classification.

C.—Appliances for Physical Education.—Toys and Games.

I. *Manuals of Drill*, military, naval, or general, for boys, girls, or adults; exercise books, &c., for the use of teachers.

II. *Gymnastic Apparatus.* (*a*) For Play-grounds: Specimens, models, and diagrams of swings, poles, parallel bars, inclined planes, &c. (*b*) For Indoor Use: Dumb-bells, chest expanders, &c.

III. *Apparatus employed in Infant Schools.* (*a*) Articles used in *Kinder-Garten* occupations. (*b*) Models, puzzles, and expedients for educating the eye or hand. (*c*) Specimens of the commoner tools used by workmen, as smiths, carpenters, gardeners, &c., and models of articles of household furniture generally. (*d*) Picture books and cards. (*e*) Instructive games and toys.

IV. *Materials used in, and Photographs and Pictures* illustrative of, national and other games and exercises of strength or agility.

V. Miscellaneous toys and games.

D.—*Specimens of School-work.

I. *Writing* plain, ornamental, or illuminated.

II. *Drawing and Design.* Plain and coloured drawings from maps, copies, models, nature, memory; modelling in clay, wax, &c.; cutting out paper, from copies or invention.

III. *Needlework.* (1) Ordinary: Sewing, knitting, darning, &c. (2) Artistic: Embroidery, lace work, worsted work, &c.; specimens of dressed dolls, &c.

IV. *Industrial Work generally.* (*a*) Basket work, artificial flowers, matters, &c. (*b*) Floral, and other decorative work for school fêtes, &c.

E.—Museums.

I. *Museums.* (*a*) National. (*b*) Local. (*c*) Trade. (*d*) Itinerating. (*e*) Classified collections, of small cost, for educational use, to illustrate common objects, specific sciences or studies, or particular books or courses of instruction. (*f*) Special floras or faunas, &c.

II. *Taxidermy.* (*a*) Methods of mounting, labelling, and preserving objects from dust, insects, &c. (*b*) Specimens.

Note.—The "Educational Works and Appliances" of all nations are to be exhibited in the Educational Court (Class XXIX.) In this Court the primary classification will be according to nations; so that the present condition, and idea, of education in each nation may be separately illustrated. Certain objects, however, (*e.g.* books) with advantage to the exhibitors, may be differently classified, i.e., according to their uses; and it is hoped that arrangements may be made for such a sub-classification in the cases in which the exhibitors may desire it.

* Maps should be fitted in cases or on spring rollers. It is hoped that arrangements may be made under which the maps in this class may be examined by visitors.

* The conditions under which these specimens have been produced, the age of the pupil, and the character of the institution—whether an elementary or secondary school, a workhouse, reformatory, asylum for the blind, or otherwise—must in every case be certified either by the Committee of Council on Education, the Commissioners of National Education in Ireland, or by an Educational Society or Board. No specimen of school work can be received from individual schools, teachers, or pupils.

IV. Education in Foreign Countries.

1. EDUCATION IN BENGAL.

At the recent meeting of the Social Science Association in Dublin, Mr. Rakhol Das Haldar, a native of Bengal, read a paper entitled "Education in Bengal, and its results." More than half a century has elapsed since the first effort was made for diffusing the European system of education and European knowledge in that portion of India known as Bengal. Some millions of money have been spent towards that object, not only from the Government Treasury, but also from the private purses of members of the British nation. Some hundreds of persons have devoted the best part of their lives in securing the same object. It may, therefore, be interesting to residents in Great Britain and Ireland to have some idea of the result of the expenditure of money and of energy and talents for social amelioration in Bengal. In speaking of the early stages of British education in Bengal, the mind is carried back to the days when books like the "Young Man's Best Companion," and "The Universal Letter Writer," were in vogue. Such books were imported into Bengal long before the close of the last century. There were no public schools for English education. Those who wished to make themselves serviceable to the English used to read the above books at home, taking lessons probably from their employers. Such men generally belonged to the highest castes in Bengal, the Brahmin, the Kayusth, and the Vaidya, whose chief ambition was to be clerks. It was considered highly unbecoming for a man of an inferior caste to aspire to a clerkship. The acquirements of those who learnt English were so indifferent, that the students could not even write a sentence of their own with correctness. The extent of scholarship was to be able to read the tales of the Thousand and one Nights, whether intelligibly or not. There were no Anglo-Bengali Dictionaries in existence, so that the students were obliged to collect words for their own use. These collections, in the form of manuscript vocabularies, descended for some time from the senior to the junior members of the same families, and were the sole help towards expressing their ideas. Anecdotes are told and laughed over at the present day, how ludicrously the Bengalis of former days spoke and wrote the English language, and it is wondered how their English employers could at all manage them. As the chief object of the greater portion of those who studied the English was to be copyists, great attention was paid to penmanship; and in this comparatively unimportant branch of English education the Bengalis were scarcely inferior to the English themselves. No impression, however, was made on their minds by the example of English life, nor by the perusal of English books. Their religious prejudices were not shaken. They contented themselves with deciding that God had established different religions, manners, and customs for different races of men, and what was good for one nation was not so for another. They thus preserved their caste in all its integrity, and so faithful were they to their erroneous beliefs that they would not drink a drop of water or eat a morsel of food without changing the clothes polluted by the touch of Europeans. It is, therefore, not to be wondered at, that when a proposition was made for establishing public schools, the Hindus in Bengal were very much averse to it. They said that a tolerable knowledge of the English language was so far necessary as a means of livelihood; but what would be the use of public schools? If a person wished to be a learned man, he should go to the Professor of Sanscrit, and be taught the divine Shastras. But an English school would not only be useless, but might possibly be injurious to the interests of Hinduism. Of course the proposition for the extension of European knowledge in Bengal had originated with Englishmen and Christian Missionaries; but it was not without the support of a few sagacious natives like the Rajahs Rammohun Roy and Radhakant Deb. Before the year 1820, the Hindu College in Calcutta, the Missionary College at Serampore, and a few minor schools, were established in the face of opposition, and a perseverence of fifty years has changed the state of things in Bengal. The prejudice which was at first supposed to be insuperable, has been broked down! In the beginning free pupils were sought after, but at present, not only are applications from pay pupils numerous, but also, as a fact strongly illustrating the decay of prejudices, many young Hindus may now be seen dissecting dead bodies in the Calcutta Medical College—an act no Hindu would have dared to perform fifty years ago. It is a pleasing fact to British philanthropists that men, natives of Bengal, may now be found by hundreds holding converse with the great ones of the earth, with the mighty spirits that lived to instruct and humanize them, with the philosophers, poets, mathematicians, and orators of Europe—men who, without English education, would probably have been seen worshipping idols, and leading a most indolent, if not vicious life. English education has created a class of men called "Young Bengal," an epithet originally applied as a reproach. The educated natives of Bengal have been appointed by the Government as uncovenanted civil judges and magistrates, and in various executive capacities, and they have not merely been found equal to these appointments, but have been considered by local British officers as capable of higher trust. Formerly "public spirit" was never known or understood; but it has been so far developed, that natives may now be seen establishing schools, libraries, debating clubs, hospitals, and other institutions for the common good. To the diffusion of European knowledge is to be attributed the rise of a class of natives who are considered still to be low in caste—he alluded to the social advancement of the artisan and manufacturing classes. Members of these classes can vie with the Brahmins and others in respectibility and intelligence. A word or two about female education might not be inappropriate before he concluded the subject. The condition of Hindu women is pretty well known in Great Britain and Ireland. Still, there may now be found Hindu women able to read and write, and a few literary compositions by female writers have already appeared in Bengali periodicals; but the female schools have hitherto been failures. Even the Calcutta Female School, founded under the auspices of the late Hon. Drinkwater Bethune, has not answered to the expectations originally formed of it; its present number of pupils, if he was informed aright, was not more than ten. As to the cause of female education not having made a steady progress, it may be mentioned, that the superstitious Hindus do not educate their daughters, simply on account of prejudices, while the educated natives respect too much the popular opinion. The time has not yet arrived in Bengal, when a gentleman will marry only a well-educated and accomplished lady. Such is a rapid view of improved education in Bengal and its results. The money and talents expended upon it have not been wholly thrown away. So much has been done as to promise a better and brighter future. It is, however, only by a prolonged course of salutary discipline, aided by friendly external influences, derived from a free people and an enlightened Government, and carried on through several generations, that his countrymen could hope to reach a standard of character that would fit them for all the dignified occupations and pursuits of civilized man.

---

2. EDUCATION IN DENMARK.

The Altona correspondent of the *Morning Post* gives an interesting account of the state of Education in Denmark. He says:—

In every parish there are at least two, and sometimes three or more, primary schools, which are under the charge of teachers who, according to the proposal of the municipal or communal council, as the case may be, in the town or country, are appointed either by the Bishops or by the Minister of Instruction, but who before their nomination must undergo an examination in an establishment specially formed for their training and instruction. The attendance at these primary schools is compulsory on all children between nine and fourteen years of age, at which latter period they generally receive the rite of ecclesiastical confirmation. The instruction which they receive includes reading, arithmetic, and writing, besides religious training, and lessons on the elements of geography, on the history of their native country, and occasionally also on matters connected with natural history. It is a very rare circumstance to find any one, even among the poorest, who cannot read and write, and among the army recruits there is scarcely one who is not possessed at least of these accomplishments. In the primary schools of Copenhagen a somewhat more extended programme of study has been recognized, though in the gratis schools there the usual branches only are taught; but in these schools where the parents pay a certain portion of the expense, mathematics, drawing, &c., are also included, and it should be remarked that the attendance at these schools is very large, because even poor parents look upon it as an affair of honour to contribute something, be it ever so little, towards the payment that is required for the instruction of their children. In this way the numbers who attend the public schools of Copenhagen amount to nearly 7100 scholars of both sexes, which is a very large proportion when the extent of the population is considered. Some years ago an idea struck one of the teachers, that it might be possible to procure for the children attending these schools an opportunity by which they might have the benefit of physical recreation during the holidays, by having them transferred from the less healthy atmosphere of a large city to the purer air of the country, while they would at the same time be withdrawn from those temptations which idleness in a town often presents. In concert with some of his colleagues, he made application in this spirit to various persons in the country, and his appeal to their hospitality was most successful. The clergy, landed proprietors, farmers, and even peasants, hastened to intimate that they would be most happy to receive such children; and those who had the management of the railways and of steamboats, likewise gave their aid to the project by offering gratuitous conveyance to these young passengers. The King also had the kindness to put a great many carriages at the disposal of

those who took an interest in these children, and even the Post-office department offered its assistance. Since that time there has been a regular emigration of gratuitous young travellers during the accustomed holidays, who are in this way spread over the whole country, even to its most distant boundaries, and who return at the end of some weeks fresh and rosy, filled with many happy recollections, and enchanted with the delights of their rustic sojourn. Not less than 1300 children, belonging to the poorer classes of Copenhagen, have this year enjoyed the advantages of this rural hospitality from one end of the country to the other; and it is only doing justice to all parties concerned to put it on record that the instances in which their good hosts have had to make complaints against their visitors have been exceedingly rare, and that special requests have often been made that the same children that had been with them one year might be sent to them the next, when the happiness of again meeting has always been mutually felt by both parties. There is something in the whole arrangement, which, though primitive, is exceedingly interesting; and it might be productive of much good, if the example which has thus been set by the kind and good-hearted Danes, could be generally followed in quarters where the benefits to be conferred may be still more needed.

JOURNAL OF EDUCATION, Upper Canada.

TORONTO: NOVEMBER, 1861.

*** Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases where so many letters are received (nearly 1,000 per month) on various subjects.

APPOINTMENT OF SCHOOL SECTION AUDITORS.

The School Law Amendment Act, passed in May 1860, provides, among other things, for the *annual* appointment of two Auditors for the examination of the Trustees' School Section Accounts. The school trustees are required to appoint one of these Auditors "*before the first day of December,*" and the school electors the other. The meeting for the appointment of this second auditor should be called by the Trustees, about the fifteenth of December, so that the meeting might take place not later than the 22nd of the month. Should the Trustees neglect or refuse to do so by that day (the 22nd), then "any two qualified electors" are authorised by law to call the meeting.

The following are the provisions of the law on the subject:

"8. In order that there may be accuracy and satisfaction in regard to the School accounts of School Sections, the majority of the freeholders and householders present at the annual school meeting shall appoint a fit and proper person to be Auditor of the School accounts of the section for the then current year, and the Trustees shall, before the *first* day of *December* in each year, appoint another Auditor; and the Auditor thus chosen or either of them shall forthwith appoint a time before the day of the next ensuing annual School meeting for examining the accounts of the School Section.

Trustees to submit their School Accounts to the Auditors.

"And it shall be the duty of the Trustees or their Secretary-treasurer on their behalf to lay all their accounts before the Auditors or either of them, together with the agreements, vouchers, &c., in their possession, and to afford to the Auditors or either of them all the information in their power as to their receipts and expenditures of School moneys in behalf of their School Section:

Powers and Duties of School Section Auditors, &c.

"And it shall be the duty of the Auditors to examine into and decide upon the accuracy of the accounts of such section and whether the Trustees have truly accounted for and expended for School purposes the moneys received by them, and to submit the said accounts with a full report thereon at the next annual School meeting; and if the Auditors or either of them object to the lawfulness of any expenditures made by the Trustrees, they shall submit the matters in difference* to such meeting, which may either determine the same or submit them to the Chief Superintendent of Education, whose decision shall be final, and the Auditors shall remain in office until their audit is completed. The Auditors or either of them shall have the same authority to call for persons and papers and require evidence on oath and to enforce their decisions as have Arbitrators appointed under the authority of the *eighty-fourth, eighty-fifth,* and *eighty-sixth* sections of the said Upper Canada [Consolidated] Common School Act; and it shall be their duty or that of either of them to report the result of their examination of the accounts of the year to the annual School meeting next after their appointment, when the Annual Report of the Trustees shall be presented, and the vacancy or vancancies in the Trustee Corporation be filled up, as provided by the law:

Remedy in case the Trustees fail to call the Meeting for Auditors.

"And if the Trustees omit to call such public meeting by notice issued not later than the *twenty-second* day of *December*, the same may be called by any two qualified Electors;

Remedy in case the Trustees fail to appoint an Auditor.

"And if the Trustees neglect to appoint an Auditor or appoint one who refuses to act, the Local Superintendent shall appoint one for them;

Penalty on Trustees refusing information, &c., to Auditors.

"And if the Trustees, or their Secretary in their behalf, refuse to furnish the Auditors or either of them with the papers or information in their power, and which may be required of them relative to their School accounts, the party refusing shall be guilty of a misdemeanor, and upon prosecution by either of the Auditors, or any rate-payer, be punished by fine or imprisonment as provided by the *one hundred and fortieth* section of the said Upper Canada [Consolidated] Common School Act."

ANNUAL SCHOOL MEETINGS.—DUTIES OF CHAIRMEN AND ELECTORS—APPOINTMENT OF SCHOOL AUDITORS.

(Extracts from the Consolidated Common School Act, with notes.)

Annual Election on the Second Wednesday in January.

3. The annual meetings for the election of school trustees, as hereinafter provided, shall be held in all the cities, towns, townships and vilages of Upper Canada, on the *second Wednesday in January* [*8th,*] in each year, commencing at the hour of *ten* of the clock in the forenoon.†

* * * * * * * *

* That is, the *lawfulness*, and not the expediency of the expenditure. The Trustees are the sole judges of the *expediency* of any school expenditure on behalf of the section. See page 84.

† *The Act of* 1860 *further enacts, that:* 4. The poll at every election of a School Trustee or Trustees shall not close before *eleven* of the clock in the forenoon, and shall not be kept open later than *four* of the clock in the afternoon; In School Sections the poll shall close on the same day the election is commenced.

Chairman and Secretary to be appointed at Meeting.

9. The [resident assessed] freeholders and householders, of such school section then present, shall elect one of their own number to preside over the proceedings of such meeting, and shall also appoint a secretary, who will record all the proceedings of the meeting.

Duties of the Chairman.—His casting Vote.

10. The chairman of such meeting shall decide all questions of order, subject to an appeal to the meeting, and in case of an equality of votes, shall give the casting vote, but he shall have no vote except as chairman.

Mode of recording votes at School Meetings.

11. The chairman shall take the votes in the manner desired by a majority of the electors present, but he shall at the request of any *two* electors, grant a poll for recording the names of the voters by the secretary.

* * * * * * * *

*Copy of proceedings to be sent to the Local Superintendent.**

14. A correct copy of the proceedings of such first and of every annual and of every special school section meeting, signed by the chairman and secretary, shall be forthwith transmitted by the [chairman] to the local superintendant of schools.*

A School Trustee to be annually elected in each Section.

15. A trustee shall be elected to office at each ensuing annual school meeting, in place of the one whose term of office is about to expire: and the same individual, if willing, may be re-elected; but no school trustee shall be re-elected, except by his own consent, during the four years next after his going out of office.

Mode of Proceeding at Annual Meeting.

16. At every annual school section meeting in any township, as authorized and required to be held by the *third* section of this Act the [resident assessed] freeholders and householders of such section present at such meeting, or a majority of them

Appointment of Chairman and Secretary.

(1) Shall elect a chairman and secretary, who shall perform the duties required of the chairman and secretary, by the *tenth* and *eleventh* sections of this Act [and also by the *nineteenth* section of the School Act of 1860.

Trustees' Financial Report to be submitted.

(2) Shall receive and decide upon the report of the trustees as required by the *twenty-first* clause of the *twenty-seventh* section of this Act.

Annual Election of School Trustees.

(3) Shall elect a [resident assessed] trustee or trustees, to fill up the vacancy or vacancies in the trustee corporation;† and

To decide on manner of supporting the school for the year.‡

(4) Shall decide upon the manner in which the salaries of the teacher or teachers, and all other expenses connected with the operation of the school or schools, shall be provided for.

---

† The usual form of proceedings at public meetings as compiled from the late Rules of the Legislative Assembly of Canada and from other sources is as follows:

1. The Chairman shall preserve order and decorum, and shall decide questions of order subject to an appeal to the meeting.

2. Every elector, previous to speaking, shall rise and address himself to the chairman.

3. When two or more electors rise at once, the Chairman shall name the elector who shall speak first, and the other or others may appeal to the meeting, if dissatisfied with the Chairman's decision.

4. Each elector may require the question or motion in discussion to be read for his information at any time, but not so as to interrupt an elector who may be speaking.

5. No elector shall speak more than twice on the same question or amendment without leave of the meeting, except in explanation of something which may have been misunderstood, or until every one choosing to speak shall have spoken.

6. The names of those who vote for, and of those who vote against the question shall be entered upon the minutes, if two electors require it.

7. A motion to adjourn shall always be in order; Provided no second motion to the same effect shall be made until after some intermediate proceedings shall have been had.

8. A motion may be debated but cannot be put from the Chair, unless the same be in writing and seconded.

9. After a motion is read by the Chairman it shall be deemed to be in possession of the meeting; but may be withdrawn at any time before decision or amendment, with consent of the meeting.

10. When a question is under debate, no motion shall be received unless to amend it, or to postpone it, or for adjournment.

11. All questions shall be put in the order in which they are moved. Amendments shall all be put in the same order before the main motion.

12. A motion to re-consider a vote may be made by any elector at the same meeting; but no vote of reconsideration shall be taken more than once on the same question at the same meeting.

* *A report in the following form should be sent to the local superintendent:*

————————, 186—, [—— *Post Office.*]

Sir,—In conformity with the *fourteenth* section of the Upper Canada Consolidated Common School Act, we have the honour to inform you, that at a meeting of the [resident assessed] freeholders and householders of School Section No. —, in the Township of ————, held according to law, on the —— day of ——, [*Here insert the name or names or address of the person or persons elected*] —— chosen School [*Trustee or Trustees*] of said Section.

The other business transacted at the meeting, of which due notice was given, was as follows:—[*Here insert it.*]

We have the honour to be, Sir,

Your obedient servants,

To the Local Superintendent of Schools D. E. *Chairman.*

For the County or Township of —— F. A. *Secretary.*

Note.—The Trustees elected must be resident assessed freeholders or householders in the Section for which they are elected.

The *twenty-fifth* section of this Act authorizes Local Superintendents to investigate School Election complaints within *twenty* days after the Election.

* *The School Act of* 1860 *further enacts that:* [19. Any chairman who neglects to transmit to the local superintendent a copy of the proceedings of an annual or other school section meeting over which he may preside, within *ten* days after the holding of such meeting, shall be liable, on the complaint of any rate-payer, to a fine of not more than *five* dollars, to be recovered as provided in the *one hundred and fortieth* section of the Upper Canada [Consolidated] Common School Act aforesaid.

Note.—The omission on the part of the chairman to transmit this notice, does not invalidate the proceedings of the meeting itself, but it renders him liable to a fine for neglect of duty.

† See *eighteenth* section of the School Act of 1860, and the *twenty-fourth* section of this Act.

‡ It belongs to the *office of Trustees* to estimate and determine the *amount* of the teacher's salary and all expenses connected with the school; but it appertains to the majority of the resident assessed freeholders and householders of each School Section, at a public meeting called for the purpose, to decide, as authorized by the *one hundred and twenty-fifth* section of this Act, as to the *manner* in which such expenses shall be provided for, whether (1) by voluntary subscription; (2) rate bill in advance, of twenty-five cents (or less) per calendar month, on each pupil attending the school; (3) rate on property. But as the Trustees *alone*, as authorised by the fourth, fifth, sixth, eighth and twelfth clauses of the *twenty-seventh* section, determine the

Auditors' Report to be received.

(5.) The *eighth* section of the School Act of 1860 also provides that the meeting shall receive the report of the auditors of school section accounts for the previous year and dispose of the same.

School Section Auditor to be appointed.

(6) Shall appoint an auditor of the school accounts of the section for the current year.

[*The seventeenth section has been superseded by the third section of the School Act of* 1860, *as follows*:]

Who are legal Voters at School Meetings

3. The *seventeenth* section of the Upper Canada Common School Act, *sixty-fourth* chapter of the Consolidated Statutes for Upper Canada, shall be amended so as to read as follows:—No person shall be entitled to vote in any School section for the election of Trustee or on any School question whatsoever, unless he shall have been assessed and shall have paid School rates as a freeholder or householder in such section; and in case an objection be made to the right of any person to vote in a School section, the chairman or presiding officer at the meeting shall, at the request of any rate-payer, require the person whose right of voting is objected to, to make the following declaration:

Form of Declaration required from School Electors.

"I do declare and affirm that I have been rated on the assess-"ment roll of this School section as a freeholder (or householder, "*as the case may be*), and that I have paid a public School tax "due by me in this School section imposed within the last "*twelve* months, and that I am legally qualified to vote at this "meeting."

Penalty for making a false declaration.

Whereupon the person making such declaration shall be permitted to vote on all questions proposed at such meetings; but if any person refuses to make such declaration his vote shall be rejected: And if any person wilfully makes a false declaration of his right to vote, he shall be guilty of a misdemeanor, and upon conviction, upon the complaint of any person, shall be punishable by fine or imprisonment in the manner provided for in the [following *eighteenth* and the *one hundred and fortieth* section of the] said Upper Canada [Consolidated] Common School Act.

18. If any person wilfully makes a false declaration of his right to vote, he shall be guilty of a misdemeanor, and be punishable by fine or imprisonment, at the discretion of the Court of Quarter Sessions; or by a penalty of not less than *five* dollars, or more than *ten* dollars, to be sued for and recovered with costs before a Justice of the Peace, by the trustees of the school section, for its use.

Separate School Supporters not to vote at Common School Meetings.

19. No person subscribing towards the support of a separate school established under the Act respecting separate schools and belonging to the religious persuasion thereof, and sending a child or children thereto, shall be allowed to vote at the election of any trustee for a common school in the city, town, village, or township in which such separate school is established.

Place of Annual School Meeting to be appointed by the Trustees.

20. The trustees of each school section shall appoint the place of each annual school meeting* of the freeholders and householders of the section, or of a special meeting for the filling up of any vacancy in the trustee corporation occasioned by death, or other cause, or of a special meeting for the selection of a new school site; and shall cause notices of the time and place to be posted in *three* or more public places of such section at least *six* days before the time of holding such meeting, and shall specify in such notices the object of such meeting. They may also call and give like notices of any special meeting, for any other school purpose, which they may think proper; and each such meeting shall be organized, and its proceedings recorded, in the same manner as in the case of a first school meeting.

Penalty on Trustees for not calling certain School Meetings.

21. In case any annual or other school section meeting has not been held for want of the proper notice, each trustee or other person whose duty it was to give such notice, shall forfeit the sum of *five* dollars, to be sued for and recovered before a Justice of the Peace, by any resident inhabitant in the section for the use thereof.

amount required for the support of the school, which they are required to keep open at least six months of the year, they are authorised by the tenth clause of the same section, to provide the balance, including all *deficiencies*, by a rate upon the property of the section, should the vote of the annual meeting not cover *all the expenses of the school* (over and above the cheques for the School Fund) or should the annual meeting *omit or refuse* to provide a sufficient sum. But for all the money received and expended by them, the Trustees must account annually to the School Section auditors, as prescribed in the *eighth* section of the School Act of 1860.

* *Form of Notice for an ordinary Annual School Section Meeting:*

SCHOOL NOTICE.

The undersigned, Trustees of School Section No. — in the Township of ——, hereby give notice to the [resident assessed] Freeholders and Householders of the said School Section, that the Annual Meetings will be held at ——, on the second Wednesday in January, 186–, at 10 o'clock in the forenoon, for the purpose; 1st. Of receiving and deciding upon the Annual Report of the Trustees; 2nd Of appointing an Auditor of the School Section accounts; 3rd. Of electing a fit and proper person as a School Trustee for the said Section; 4th. Of receiving and disposing of the report of the Auditors of School Section accounts; 5th. Of deciding upon the manner in which the salary of the teacher; and, 6th. How the other expenses of the school shall be provided.

[*Should there be any other business to bring before the meeting, it must be distinctly mentioned in the notice, otherwise it cannot be entertained.*]

Dated this — day of ——, 186–,

A. B.
C. D.
E. F. } *Trustees of School Section No.* —,

NOTE—1. The manner of proceeding at the annual meeting is prescribed in the *sixteenth* section of this Act.

2. Should the Trustees neglect to give the prescribed notice of the Annual School Section Meeting until it is too late to give six days' notice, they forfeit each the sum of *five* dollars, recoverable for the purposes of the School Section, under the authority of the *twenty first* section, and then any two qualified electors of the School Section are authorized, within twenty days to call such meeting. The form of notice is appended in note * to the *twenty-second* section.

3. The foregoing notice should be signed by a majority of the existing or surviving trustees, and posted in at least three public places of the School Section, at least six days before the time of holding the meeting.

4. *The object or objects of each school meeting should be invariably stated in the notices calling it;* and the notices calling any school meeting should, in all cases, be put up six days before holding such meeting. One form is sufficient for calling a special school meeting of any kind.

5. The *second* clause of the *twenty-fifth* section of this Act, page 26, authorizes Local Superintendents to call special school meetings under certain circumstances. The *twenty-sixth* section also authorizes certain other persons to call special meetings, in case of the death of all the trustees, &c.

Meetings to be called in default of first or Annual Meetings.

22. In case, from the want of proper notice, any first* or annual† school section meeting, required to be held for the election of trustees was not held at the proper period, any *two* freeholders or householders in such section may, within *twenty* days after the time at which such meeting should have been held, call a meeting by giving *six* days' notice, to be posted in at least *three* public places in such school section; and the meeting thus called shall possess all the powers and perform all the duties of the meeting in the place of which it is called.

Penalty for refusing to serve as Trustee.

23. If any person chosen as trustee refuses to act, he shall forfeit the sum of *five* dollars; ‡ and every person so chosen who has not refused to accept the office, and who at any time refuses or neglects to perform its duties, § shall forfeit the sum of *twenty* dollars, to be sued for and recovered before a Justice of the Peace, by the trustees of the school section for its use, as authorized by the *one hundred and fortieth* section of this Act.

Trustee may resign—Absence a forfeiture of office.

24. Any person chosen as trustee may resign with the consent, expressed in writing, of his colleagues in office and of the local superintendent.

The School Act of 1860 *further enacts* that—11. * * * a continuous non-residence of *six* months from his school section by any Trustee, shall cause the vacation of his office.

Mode of proceeding in contested Elections in School Sections.

25. Each Local Superintendent of Schools—

(1) Shall, within *twenty* days after any meeting for the election of common school section trustees within the limits of his charge, receeive and investigate any complaint respecting the mode of conducting the election,* and according to the best of his judgment confirm it or set it aside, and appoint the time and place for a new election; and may—

(2) In his discretion, at any time for any lawful purpose, appoint the time and place for a special school section meeting.

---

* *The form of Notice in this case should be as follows:*

SCHOOL NOTICE.

The Municipal Council of this township, having formed a part of the Township into a School Section, and designated it "School Section No. —," its boundaries and limits are as follows:—[*Here insert description.*] And the person appointed to call the first School Section Meeting having neglected to do so.—We the undersigned qualified electors of the School Section above described, in conformity with the *twenty-second* section of the Upper Canada Consolidated Common School Act, hereby give notice to the [resident assessed] freeholders and householders of said School Section, that a public meeting will be held at ——, on — day, the —— of ——, at the hour of 10 o'clock in the forenoon, for the purpose of electing three fit and proper persons from among the [resident assessed] freeholders and householders as School Trustees for the said Section.

Dated this —— day of —— 186–. A. B. } *Qualified Electors.*
C. D. } *School Section No.* —

NOTE.—The same notice can be given in case the Municipal Council neglects to appoint a person to call the first annual school meeting. Care should, however, be taken to insert the description of the section, as embodied in the resolution or by-law of the Municipal Council—a certified copy of which should be obtained from the Township Clerk for this purpose. A local Superintendent may also call this meeting in case of any neglect or omission to do so. See page 26.

† *Form of Notice of an Annual School Section Meeting to be given by two qualified electors.*

SCHOOL NOTICE.

The Trustees of School Section No. —, in the Township of ——— having neglected to give notice of the Annual School Section Meeting, as prescribed by the *twentieth* section of the Upper Canada Consolidated Common School Act, the undersigned hereby give notice to the freeholders and householders of the said School Section, that a public meeting will be held at ——, on — day, the — day of ——, at ten o'clock in the forenoon, for the purpose of electing a fit and proper person as trustee, as directed by law.

Dated this — day of —, 186–, A. B. } *Qualified Electors*
C. D. } *School Section No.* —

NOTE.—The mode of proceeding at a School Meeting thus called, is prescribed in this Act. This meeting may also be called by the local Superintendent. See second clause of the *twenty-fifth* section of this Act.

‡ *The School Act of* 1860 *further enacts:*

11. No person shall be eligible to be elected or to serve as school trustee, who is not a resident assessed freeholder or householder in the school section for which he is elected.

§ *The School Act of* 1860 *further enacts:*

18. Every person elected as trustee, and who is eligible and liable to serve as such, shall make the following declaration of office before the Chairman to the School meeting:

"I will truly and faithfully, to the best of my judgment and ability, "discharge the duties of the office of School Trustee, to which I have been elected.

Fine for default, or in case of neglect to make declaration:

And if any person elected as trustee shall not make such a declaration within two weeks after notice of his election, his neglect to do so shall be sufficient evidence of his refusing to serve, and of his liability to pay the fine, as provided for in the [preceding] *twenty-third* section of the said Upper Canada [Consolidated] Common School Act.

* *The School Act of* 1860 *further enacts that*

18. It shall be the duty of a local superintendent of schools to receive, investigate, and decide upon any complaints which may be made in regard to the election of school trustees, or in regard to any proceedings at school meetings; *Provided* always, that no complaint in regard to any election or proceeding at a school meeting shall be entertained, unless made in writing within *twenty* days after the holding of such election or meeting.

VI. Papers on Practical Education.

1. LESSONS ON OBJECTS.

So many examples of object-lessons have been given in the second volume of "Papers for the Teacher"*—a work that ought to be in the hands of every educator, that I need not devote much time to that subject here; but I may make some suggestions towards it in passing. Special lessons on qualities, particularly form, colour, &c., should be given at an early period. I think it is a common error to select objects too complex, or not within the reach of the child's observation. I would first familiarise the child with the habit of describing such simple things as he knows all about from his own observation. Let us for example take a common clay brick. After several lessons on its form, color, weight, and all its sensible qualities, such as can be observed in the school-room, let the class be taken to a brick wall in process of building, and there made to observe the use and manner of laying bricks. At another time let them go to the brick-yard, and trace the material from the bed of clay through the various processes of manufacture to the finished brick; and either on the spot, or in the school-room, each pupil should be made to tell correctly and carefully all he had seen and learned.

LESSON ON A TABLE.

At another time, suppose a common plain black-walnut school table is the object of study. The qualities of the table, the structure, or mode of combination of its parts, its uses, the materials of which it is composed, compared with other kinds of wood, specimens of which should be collected by the pupils and preserved for future lessons in the natural history of the tree, are subjects which will require many lessons continued through many days. In pursuing still further the study of a table, let the teacher on a pleasant day take his school or class into the forest, to find the tree from whose wood a black-walnut table is manufactured. When the tree is found, she may proceed to ask questions, calling attention to the size, form and colour of the trunk, the surface, marking and texture of the bark, and, tearing that off, of the underlying wood, the arrangements, direction, size, ramification, &c., of the branches, the form, surface and venation of the leaf, and all the numerous characteristics in their season of the bud, flower and fruit. These

* See list of Professional Books for Teachers, in the Journal for August.

observations must be made at several different times, as the tree changes in its foliage and its organs of fructification. Let the pupils also see a tree felled. Some of them may perhaps be able to tell why it falls in a certain direction. Let them count the rings formed by the annual suspension of growth, but let their curiosity to know the cause of these rings be kept in suspense till the opportunity is afforded of shewing by a series of experiments how a tree grows. Let them visit a saw-mill and a joiner's or cabinet maker's shop, and the whole process of making lumber and working it up be traced from the log to finished table. But let special care be taken not to crowd too many things before the child's mind in one day; and let him tell frequently what he has learned before he forgets it. The same lessons should be talked about and repeated with such variations, improvements and additions as seem desirable, till the pupil has become quite familiar with the object of study, and can, unaided even by a question, go through with a full and correct account of it.

LESSON ON A BRICK.

Suppose a brick is the object taken up: tiles would naturally be suggested as belonging to the same group, then stone and earthen ware, mortars, some paints, &c., which would form different groups of a family of earths. Some articles of iron may then be studied, always in the same slow, careful, detailed, thorough manner, as a nail, a bolt, a horse-shoe, a flat-iron, a fire shovel, a stove. Again, articles of brass, of tin, of lead, may be noticed and grouped, each kind of metal by itself, but all being combined into a larger group of manufactured metallic objects; and belonging, with the earths, to a still more comprehensive class, the mineral kingdom.

A plain school-room table might for some time occupy the pupil's attention. He may then be desired to observe the differences and resemblances between this and those he sees at home. Then a chair might be studied, a desk and seat, a book-case, &c. The pupil may then point out the characteristics common to all these; as their being of wood, being articles of furniture, being made by a joiner. Each pupil may be desired to tell what articles at home belong to the same group, and to describe them.

LESSON ON TEXTILE FABRICS, TOOLS, &C.

Textiles may at another time be taken up, and after studying cotton, linen and hemp fabrics in all their variety of forms, and showing their relationship and vegetable origin, the child will see that they are another *group* under the *class* of vegetable manufactured objects. Wool, in its various manufactured forms, will be seen to have some resemblance to the last group, but to differ from it in the important fact that it is of animal origin, and belongs, on that account, rather to the family of objects manufactured of leather, hair, horn, feathers, &c., and to the same class as another group comprising milk, butter, cheese, certain oils, &c.

Classification may also be made without reference to material, but with reference to the uses of objects: as tools for the different trades; articles of dress; articles of food, &c. Perhaps still other methods of classification may be devised, according to the fancy of the teacher or of the pupils. After thus synthetically building up classes of objects, they should be analytically represented on the board pictorially; and also on a table or the floor with the real objects. If not convenient to present objects for study in a scientifically systematic order, care should be taken at least in these pictorial and real arrangements, to direct attention to the qualities and circumstances most important in forming groups and classes. The pupil will, with very little aid from the teacher, see the difficulty of arranging objects with reference to unessential qualities, and thus of himself infer the necessity of distinguishing between these and essential qualities.

LESSONS IN DRAWING, MOULDING, &C.

In connection with these lessons, and forming an essential part of the plan, the pupil should be taught to draw. Instruction in this art should be given along with his earliest lessons in objects. He will not perhaps be able to draw all the objects he studies; but the teacher, so far as he can do so consistently with thoroughness, should require him to draw outlines of all the simple forms he studies. The letters, figures and geometrical forms must of course be drawn as they are learned.

An exercise in moulding forms in clay, wax, snow or other plastic substance, may be adopted to give skill to the hands and to assist in fixing more definitely in the mind a precise idea of the forms of cubes, prisms, spheres, and all mathematical solids, which, as well as other simple forms may be moulded in clay, and then drawn upon the slate or board.

LESSONS ON MECHANISM, SKILL, &C.

Some discipline too may be given to mechanical and constructive skill, by a proper direction of their choice of plays and games, and by furnishing the pupils with small wooden blocks shaped like bricks or like the courses of an arch; also small beams, boards, window and door frames of corresponding dimensions, that they may exercise themselves in building walls and arches for miniature houses, bridges and other structures. Every one has observed how fond little children are of building playhouses, even of such rude materials as brickbats, bits of boards and earthenware, brush and leaves. A little attention on the part of the skilful teacher will develop in these plays a much neglected, though most useful faculty.

LESSONS ON NATURAL HISTORY.

Along with common object lessons and natural history, and accessory in part to them, but still previous to the introduction of letters, there may be taught something of arithmetic and geography, some few of the more obvious facts of natural philosophy, chemistry and astronomy. But an *observed* knowledge of *facts* in abundance, should precede any attempts at theorizing.

An important element in this course of primary education, is a cabinet of natural history, and of various objects of art. This cabinet need not be an expensive one, for the teacher, aided by the pupils, who will be found to engage in making collections with a success and enthusiasm quite astonishing to one who has never observed it,—may gradually gather together a valuable cabinet of specimens illustrating each of the three kingdoms of nature. These collections may embrace an herbarium of dried plants, specimens of different kinds of wood and bark, nuts and other imperishable fruits and seeds, from the vegetable kingdom; stuffed birds and quadrupeds, insects, shells, horns, skeletons, feathers, &c., from the animal kingdom; the ores, fossils and specimens of different rocks of the neighbourhood, from the mineral kingdom; models of colors and of mathematical forms, and of such objects of manufacture as time, space and the means and wants of the school from time to time seem to demand. The variety of natural objects in the cabinet may be increased to an indefinite extent by collecting duplicates and exchanging with other districts whose natural productions are different. The arranging of this cabinet or parts of it, after the manner before suggested, will be from time to time not only a discipline of the perceptions, but a most useful lesson in classification.

LESSONS ON GEOGRAPHY.

The study of geography, instead of beginning as is usual, with the whole world—which even mature scholars cannot fully comprehend—should begin, just after a shower, with the rills and miniature lakes, bays, capes, islands, &c., found in the nearest field. The rills should be traced to the nearest stream, and the whole valley of the latter studied, from its source in some spring to its junction with a larger stream, and as far as the range of the child's observation extends. The child should be made to observe, in its incipiency, the washing of earth, which, so insignificant within the range of a limited observation, produces in the aggregate such mighty effects in the structure of the earth's surface. The study of geography should proceed no faster than the pupil can draw the maps illustrating the subject. These may begin with the school-room, a plan of which, showing the arrangements of the furniture, may be the first lesson. They may then extend to the whole house and school grounds, the street and adjacent lots, and so on embracing by a gradual extension, the whole neighbourhood, which should be walked over many times, the distances measured by counting the steps, and notes taken of the fields or lots, streets or roads, hills, hollows, springs, streams and their rainy-day branches, mines, cliffs, houses, and whatever of interest may exist in the district. This thoroughly understood, the geography of books may be studied with much greater success.

LESSONS ON PHYSIOLOGY.

I need not speak of physical education generally. Its wants are pretty well understood, though I regret to say, very little attended to. But I would call attention to one branch of the subject. The cultivation of the vocal powers. How many persons suffer through life for want of power to speak to be heard across a street. How many are deficient in the physical ability to produce those musical sounds that go so far towards making our enjoyment of life. How many indeed go down to an early grave, the victims of pulmonary complaints, brought on by neglecting to give early and efficient training to the lungs and vocal organs. The child should be taught to keep his lungs expanded; to exercise his voice by gradual but not too great exertion in producing sounds soft or strong, grave or acute, harsh or mellow, from the depths of his chest or from the top of his throat; and to exercise that firm and nice control of it so indispensable to good singing. Words alone are insufficient to describe the process necessary. The teacher must instruct by example. I fear very few teachers are qualified to instruct in this art as it should be taught; but they should make it their study as much as they would mathematics. It would be well perhaps for every large town to employ a special teacher for elocution and music, including of course the proper physical training of the vocal powers and a clear articulation of the elementary sounds. But every primary school teacher should do what she can; and there is no

doubt that with some study and practice on her own part, she can give the children such a training in vocal gymnastics, as greatly to improve the quality and distinctness and enlarge the powers of the voice, and at the same time improve and invigorate the health.

It is evident from this view of the character of a primary school, that the teacher must not be a person of inferior talent or education. She may not need great learning, as that term is usually understood, but she does want a *kind* of cultivation. She should be far better versed in natural history and the kindred sciences than a majority of even the higher grade of teachers now are. She should possess correct habits of speech, skill in drawing and music, a talent for training the faculties of observation, comparison and generalization, and above all, that tact, so rare, of interesting children and encouraging them in the practice, and cultivating in them the growth of the social virtues and affections—that go so far toward promoting a healthy condition of society.

With such discipline as these exercises indicate, the pupil learns to bring into use, on all occasions, the resources of his own mind. He is less a slave to books and to the dicta of others. He becomes more self-reliant, and thus is better fitted to pursue a knowledge of truth untrammeled by a blind veneration for what he cannot understand. This course of discipline continued to the age of eight years, will be of more value to the child than much longer time spent in the usual routine of school studies. It will fit him to go forward in the more literary processes of book instruction with vastly increased speed and power, and stamp a decidedly marked superiority upon the character of his whole life.—*Wisconsin Jour. Education.*

VII. Miscellaneous.

1. INDIAN SUMMER.

BY EMELINE B. SMITH.

Just after the death of the flowers,
And before they are buried in snow,
There comes a festival season,
When nature is all aglow—
Aglow with a mystical splendour
That rivals the brightness of spring,
Aglow with a beauty more tender
Than aught which fair summer could bring.

Some spirit akin to the rainbow
Then borrows its magical dyes,
And mantles the far-spreading landscape
In hues that bewilder the eyes:
The sun, from his cloud-pillowed chamber,
Smiles soft on a vision so gay,
And dreams that his favourite children,
The flowers, have not yet passed away.

There's luminous mist on the mountains,
A light azure haze in the air,
As if angels, whilst heavenward soaring,
Had left their bright robes floating there.
The breeze is so soft, so caressing,
It seems a mute token of love;
And floats to the ear like a blessing
From some happy spirit above.

These days, so serene and so charming,
Awaken a dreamy delight—
A tremulous, tearful enjoyment,
Like soft strains of music at night.
We know they are fading and and fleeting,
That quickly—too quickly, they'll end,
And we watch them with yearning affection
As at parting we watch a dear friend.

Oh! beautiful Indian Summer!
Thou favourite child of the year—
Thou darling whom nature enriches
With gifts and adornment so dear!
How fain would we woo thee to linger
On mountain and meadow awhile,
For our hearts, like the sweet haunts of nature,
Rejoice and grow in thy smile.

Not alone to the sad fields of autumn
Dost thou a lost brightness restore,
But thou bringest a world-weary spirit,
Sweet dreams of its childhood once more!
Thy loveliness thrills us with memories
Of all that was brightest and best;
Thy peace and serenity offer
A foretaste of heavenly rest.

---

2. THE QUEEN AS "LADY OF THE MANOR."

The Queen of England may be seen galloping on a Highland pony along the banks of the Dee, scarcely noticed by the peasantry on her estates. Every Highlander believes himself to be born a gentleman. In his conduct in the presence of royalty he fully justifies his pretensions. Instead of standing and staring in the exercise of a vulgar curiosity as the Queen rides past, he uncovers his head and barely looks at the royal lady, or looks as if he looked not. Those neat white cottages that cluster round the royal property have been built by the Queen. That beautiful school-house has the same royal origin. That lady you may see any day paying a visit to the former, and hearing an examination in the latter, is the Queen of England. The exquisite lichens of endless variety that cover the birches and granite rocks are as expressive and eloquent proofs of the wisdom and presence of the Deity, as the pines and birches that have waived in the hurricanes of a hundred years. Even so these little acts of personal sympathy on the part of the Queen are richer evidences of her worth than the more imposing acts which history records, for in these the woman shines through the Queen, and the Christian glorifies both.—*From "The Queen in Scotland" in the London Review.*

VIII. Short Critical Notices of Books.

—— OLIVER CROMWELL; New York. A. D. F. Randolph.—This sketch of this remarkable man's life is edited by the Rev. Francis L. Hawks, D.D., LL.D., of New York, and is one of a series of "Biographies of the Heroes of History." The work does not profess to be anything more than a brief sketch of the life of the Lord High Protector, during his eventful career. It is illustrated with several good wood engravings.

—— ALCOHOL AND TOBACCO; Philadelphia. Lindsay and Blakiston. This is a most valuable book on two of the most potent destroyers of mankind. It was specially written for the popular reader, and is therefore happily divested of many of those technicalities of expression which are so uninteresting to the general reader. The essay on Alcohol was written by Professor Miller, at the request of the Directors of the Scottish Temperance League, and was published by them. The other essay was written by the eminent Dr. Lizars, Professor of Surgery in Edinburgh, and had passed through eight editions there in 1859. This two-fold book cannot fail to have a very decided influence in arresting the baneful practices of drinking alcoholic liquors, and of smoking, chewing, and snuffing tobacco.

—— ROUGHING IT WITH ALICK BAILLIE, PAROCHIAL SCHOOLMASTER, NORTH BRITAIN AND ELSEWHERE. By Wm. J. Stewart. New York: R. Carter and Brothers. As "Ernest Bracebridge" gives a graphic account of life in an English school, so does this book give an equally graphic account of life in a Scotch school, but of a lower grade. The plot of the story reminds the reader of some of Dickens' tales, but the details and incidents are, of course, less artistic. The character of Richard Baybee, thought doubtless the representative type of a class, is a sad blot upon the book, which, however, that of his brother, the kind and pensive William Baybee, relieves.

—— FARADAY'S CHEMICAL HISTORY OF A CANDLE. New York: Harper and Brothers. This book is a reprint of a course of Six Lectures on the Chemical History of a Candle, to which is added a Lecture on Platinum, by Prof. Faraday, delivered before a juvenile auditory at the Royal Institution of Great Britain during the Christmas holidays of 1860-1. In this juvenile auditory were some of the Queen's children, which fact gave additional eclât to the lectures, and probably led to their publication. They are nevertheless admirable in their style, arrangement, and matter; and although the title is so modest, their illustrations are by no means confined to the homely phenomenon of a Burning Candle. The subjects of heat, light, hydrogen, oxygen, water, air, acid, car-

bon, charcoal and gas, are introduced and explained in the lecture on a candle. In like manner, the lecture on that "beautiful, magnificent and valuable metal" platinum, embraces illustrations of the welding, ignition, fusion and volibility of various kinds of metals. In these lectures Prof. Faraday has succeeded admirably in popularising what to the unscientific mind is often both dry and uninteresting.

IX. Educational Intelligence.

CANADA.

—— UNIVERSITY COLLEGE, TORONTO.—The annual convocation of University College was held October 15th, in the Convocation Hall, a very large number of ladies and gentlemen being present. The first business was the admission of matriculants. The recitations of prize compositions followed. Mr. A. M. Lafferty, third year, Greek verse prizeman came forward amid loud applause to read his composition. The subject was—Massinger, "The Bondman," act I., scene 3, from "It is your seal" to "Do not repent." The Latin and English verse prizemen—Mr. N. McNish, second year, and Mr. S. Woods, third year—were equally warmly applauded. The prizes and certificates of honor were then announced as follows:

ARTS.—*Greek and Latin.*—S. Woods, prizeman, J. Loudon, W. G. Crawford, G. Cooper; N. McNish, prizeman, J. M. Gibson, A. M. Lafferty; J. W. Connor, prizeman, W. H. Vandersmissen, T. J. Robertson, W. N. Keefer, J. S. Small, H. E. Buchan. *Composition in Greek Verse.*—A. M. Lafferty, prizeman. *Composition in Latin Verse.*—N. McNish, prizeman. *Logic.*—N. McNish, prizeman, T. D. Craig. *Metaphysics and Ethics.*—G. Grant, prizeman, A. Grant; J. M. Gibson, prizeman; N. McNish, prizeman; J. McMillan, prizeman. *Chemistry.*—A. Grant, prizeman; W. Tytler, prizeman, W. M. Roger, R. A. Reeve, W. H. Withrow; R. Harbottle, prizeman, S. F. Ramsey; J. B. Thomson, prizeman, E. F. Snider, J. McMillan. *Mathematics and Natural Philosophy.*—J. H. Thom, prizeman, D. Ormiston; J. Loudon, prizeman, J. A. McLellan, J. Fisher; T. Kirkland, prizeman, A. M. Lafferty, T. W. Wright; T. J. Robertson and J. S. Wilson, prizemen, J. Rutledge, F. E. Seymour, E. F. Snider. *History.*—J. M. Gibson, prizeman, J. M. Buchan, S. Woods. *English.*—D. Ormiston, prizeman, J. Turnbull. *History and English.*—W. D. Ballantyne, prizeman, J. McMillan. *omposition in English Verse.*—S. Woods, prizeman. *Natural History.*—W. Tytler, prizeman, W. M. Roger; E. F. Snider, prizeman. *Mineralogy and Geology.*—A. Grant, prizeman; W. B McMurrich and T. W. Wright, prizemen, R. Harbottle, T. Kirkland. *Modern Languages.*—J. Turnbull, prizeman; J. M. Gibson, prizeman, J. M. Buchan; W. Oldright, prizeman, W. Mulock; J. Wilson, prizeman. *Oriental Languages.*—G. Grant, prizeman; J. Hubbert, prizeman; J. M. Gibson, prizeman; F. Patton, prizeman, J. Harley, A. K. Baird.

AGRICULTURE.—G. Peck, prizeman; J. B. Thompson, prizeman, D. Scholfield. Special Prizes, established by the College Council, and awarded by the College Literary and Scientific Society. *Public Speaking.*—J. M. Gibson, prizeman. *English Essay.*—W. A. Reeve, prizeman.

The prizes were awarded to the students by the Professors of the respective departments, all of whom highly complimented the successful competitors upon their industry and application to the various subjects in which they had shown themselves so successful. The prizes consisted of handsome and valuable books from the establishment of Mr. H. Rowsell, King Street, printer to the University. After their distribution the President closed the Convocation with an address of some length, in which he displayed his usual eloquence and spirit. He said that on such occasions as the present it was customary to close the proceedings by some brief statement explanatory of the present condition and future prospects of the institution of University College. Conformably to this usage, he proposed to direct the attention of his audience for a few minutes to some of the leading features connected with the topics he had just mentioned. This institution of University College, Toronto, was of very recent origin. It traced back no farther than the year 1853, when by an act of the Legislature the then existing University of Toronto was divided into two branches, two institutions—one retaining the name of the University of Toronto, and the other called the University College, Toronto. They both had their homes in the same building, but they were very distinct and differed materially in their functions. The functions of the University were to prescribe subjects of examination, to appoint examiners, to confer degrees, scholarships and prizes; of the College, to teach those subjects to the students. In the University, the knowledge was tested; in the College, the knowledge was acquired. In a word, the main duty of one was to examine, of the other to instruct. In the year 1853, as he had said, the act was passed to erect University College. In comparing its condition then with the present condition there were three leading features to be referred to—the staff of teachers, the subjects to be taught, and the number of students. The year 1853–4 was a year of transition. He would not therefore refer particularly to it, but pass on to the next. First, with regard to the staff, comparing that year with this, there were no changes All the professors remained the same, with this exception, that a professorship of meteorology was conferred upon Prof. Kingston, Director of the Observatory, and a Classical Tutorship upon Dr. Wickson. With regard to the subjects of instruction changes had been made since that time. Those changes had been made by the University, and accepted by the College, inasmuch as in the Provincial statute provision was made that the College should adopt the law of the University so far as the subjects of examination were concerned. It might be proper to state, however, that the general features of these subjects were the same—embracing classical literature, metaphysics and the laws of natural and revealed religion, history, languages and so on. But the greatest and most important change made since 1853–4 was in the number of students. The Registrar (Dr. Wickson) had prepared for him a statement of the number of students from the commencement, and with their permission he (the President) would read it, as perhaps the best way of showing what had been done in the College. He found that in the year 1853–4 the total number of students was 110; 1855–6, 145; 1856–7, 126: 1857–8, 192; 1858–9, 168; 1859–60, 188; and 1860–61, 225. (Applause.) Satisfactory as these statistics appeared, they would prove even more so if analysed. In these totals were included both matriculants and occasional students. Now, one of the characteristics of this institution, derived from the newer academic institutions at home, was that they admitted those unable to pass the matriculation examination to attend such lectures as they might think would prove advantageous to them in their path through life. This was a benefit both to them and to the institution; but he need scarcely say that its main strength arose from the number of matriculants, those who took up all the subjects prescribed, those who went forward for degrees, and those to whom the College looked, when they advanced their position in life, as affording the best practical evidence of the sound and substantial instruction received in the institution. (Applause.) He found that in these last University College had steadily increased from 28 in 1854–5, 35 in 1855–6, 37 in 1856–7, 56 in 1857–8, 63 in 1858–9, 80 in 1859–60, to 129 in 1860–61. (Renewed Applause.) So far he had merely spoken of the past, but it might be inquired what was the condition of the institution at the present moment? They had just commenced a new academic year; the returns he had read were made up to the end of last year, and did not embrace the beginning of the present. On referring to the register he found that they had of matriculated students at the present time no less than 127. (Applause.) These statistics, he thought, justified him, or any one, in stating that this institution had been steadily advancing and moving forward. He thought the inference that might be drawn from the facts he had given was, first of all, that throughout the country there was a growing appreciation of the benefits of collegiate education. The knowledge was rapidly spreading throughout the land that there were benefits to be derived from this source which the people were not before aware of. They began to perceive now that a grammar school education, however excellent in itself, was not to be the end, and that when they left those schools they were then qualified to commence their studies in this institution. It was not to be wondered at that this knowledge had been so long in spreading in this country, that the people heretofore should have been so little interested in this University—more especially when it was remembered that the people of Canada could point to some of its sons who occupied and adorned the highest walks in life, who had not had the advantage of an academic education—men who discharged their high duties with honour to themselves and benefit to the country to which they belonged. But it should never be forgotten that of those men there was not one who did not regret that he had not had the opportunity of an academic career, the best proof of which was to be found in the fact that they invariably sent their sons to the University. Another inference which he thought might fairly and legitimately be drawn from the figures he had presented, and an inference that any one might draw, was that this institution was growing in the confidence of the people of Canada, that they

believe it was a valuable and beneficial institution, and shewed it by the number of students sent to it, that they appreciated the exertions made in it for the diffusion of academic education, and believed that the duty of its professors was faithfully and efficiently performed. On other occasions he had said—and he had no reason to believe differently now—that number was not a true criterion of the education imparted, but it was of the confidence of the public. But many perhaps would be disposed on looking at the facts to say—"You have done well, but this is nothing to what ought to have been done in a Provincial Institution, as this was destined to be by the Legislature, with a liberal endowment for the purposes of education." The answers to these were obvious. First of all, there was an absence of means. In this country, not as at home, there were many respectably off, others comfortably off, and a few very well off, but affluence was not general, and only a few could afford to send their sons to the University and maintain them there for the greater period of the year. And during the past few years this fact had been felt most sensibly, and felt with regard to the numbers sent there as well as in other respects. He need scarcely say that a few years since men's eyes were dazzled with speculative schemes of every kind which had led to distress and difficulty, from the effects of which they had hardly yet recovered. Another reason for the number being so small was the want of adequate preparation on the part of those who presented themselves for matriculation. There was a want in Canada of a sufficient number of qualified teachers and instructors, which fact might be shewn in the result of last year's examination. More than one hundred candidates for matriculation presented themselves, but from an inefficient training one-fifth of them were rejected. Another reason too for a deficiency of numbers was that there were other institutions of the same character in the country. There was Trinity College, a Church of England educational institution; Victoria College, a Methodist; and Queen's College, a Presbyterian; all of which took some students who would otherwise have attended this. They of course shared in the benefits arising from the wide spreading feeling in favor of education. Another reason besides these was to be found in the want of information in the country with regard to this institution. There was no doubt whatever that there was that want of information. Some were not acquainted with the opportunities it afforded to all alike. And there were others who thought that the only object of the College was to educate men for the learned professions. To these he would say that they had no special training for either law or medecine, but that they laid the foundation for both, and gave instruction in those subjects which became not merely the members of those professions but also the merchant and the farmer. In other words, they taught those things which it was essential that a gentleman should know. But, it might be asked, when he stated fairly the difficulties that at present embarassed and the circumstances that diminished the number of their students, what were the prospects of the future? Most unquestionably he believed them to be good. He believed the difficulty presented by the want of means was being gradually removed. Through the bounty of the giver of all good our hills have been crowned with plenty and our valleys made to smile with rich harvests, the granaries are filled, and the farmers' hearts rejoiced and made glad. The result of such a state of things must be to place the country, and hence this institution, in a better condition. As to the want of proper teachers to discharge the duties of instructors to the youth of the land, every year that want was being diminished by the graduates sent forth from this University; and he had no doubt that with the improvements made by the Board of Public Instruction, the grammar schools would be made highly beneficial. As to the want of information, the very discussions now going on with regard to the University would be productive of good. Now, under such circumstances, believing that these difficulties he had mentioned would speedily be removed, he entertained the sanguine hope that the institution was yet destined to prosper, even in a much greater degree than had hitherto been the case. If compared with the ancient institutions of the mother country, unquestionably the infant Provincial institution presented many great differences; and it presented many points of inferiority when brought into comparison with institutions invested with the majesty of almost immemorial antiquity. With them generation after generation have enriched them by the gratitude of those who remembered what their *alma mater* had done for them. With this, but seven years had passed, and of those on whom it depended for shewing the benefit of its instruction, but few had advanced to that position in life which doubtless they were destined to attain. They were not able yet to manifest in a substantial form their gratitude, but he knew it was their earnest and dearest desire to benefit to the extent of their power this institution. (Applause.) For his part as year after year he saw men leaving the establishment and going forth into active life to fill those positions to which it might please Providence to call them, he could not but entertain the hope, the sanguine hope, that the time would yet arise—it might not be in his time nor in that of his colleagues—for perhaps the trees of the forest might sigh over the grassy mounds that covered their bones; but still he hoped that the time would come when some son of Canada who pointed to this as his *alma mater* would present to the world an "Athenian Canadensis" in which he might record the names of those who had come here from a distant land to advance this institution and who had discharged their duties with faithfulness and efficiency, serving God, honouring the Queen, and benefitting their country. The President resumed his seat amid loud and general applause.

Three cheers having been given by the students for the Queen, three for the Professors and three for the ladies, the audience separated.

—— Barrie Grammar School.—We learn from the *Barrie Advance* that William Irwin, Esq., M.A., Oxford University, England, has succeeded the Rev. Mr. Checkley as Principal of the Grammar School.

—— Prize for English in Lower Canada Schools.—The Rev. Henry Hope, LL.B., better known under the name of the *Old Countryman*, recently announced his intention of giving a prize of $20 to the best scholar in the French language at the examination of 1863 in the Upper Canada College. The reverend gentleman has also intimated to the Hon. P. J. O. Chauveau his intention of giving an equal sum, in 1863, to the best scholar in the English language, in any Lower Canadian School to be chosen by Mr. Chauveau—the competitors to be of French Canadian parentage, and not more than fourteen years of age on their last birth day.—*Quebec Chronicle.*

BRITISH AND COLONIAL.

—— Cost of the English Education Commission.—A parliamentary return just issued shows the total cost of the Education Commission from its appointment on the 30th of June, 1858, to the conclusion of the inquiry on the 30th of June, 1861. For salaries of the establishment, the sum of £3,388 13s. 11d. was paid; for inquiry by the twelve assistant commissioners, £7,456 3s.; for statistical returns, shorthand writers' notes, stationer for copying and books, inquiry into educational endowments, travelling and hotel expenses of the commissioners, and office expenses, £1,850—in all £12,689 16s. 11d. This return is exclusive of the expenses incurred in printing and stationery. The account has been made up to the 5th July. There was a balance of cash of £145 4s. 3d. in the hands of the commissioners, which, it was stated, would be quite sufficient to cover any expense to the close of the commission on the 30th July.

—— Expense of the Inspection of the English Schools.—On the 31st March last, there were employed under the Committee of Privy Council on Education thirty-six inspectors and twenty-five assistant inspectors of schools, at a total cost of £43,565 9s. 1d. Of the inspectors seventeen, and of the assistant inspectors twenty were clergymen of the Established Church. The salary, personal allowance, and travelling expenses of each inspector range from £765 to £1,017; and of the assistant inspectors, from £586 to £678 yearly.

—— City of London College.—A movement is on foot in London to systematize the education of the young engaged in business, and to afford them a place and means of instruction. The plan involves the re-constitution of evening schools on a collegiate basis. At a public meeting over which the Lord Mayor presided, it was stated that more than six thousand young men had been instructed in the evening classes for French and other continental languages in the schools started under the auspices of the Bishop of London. Only £2,500 were desired to put the college on a self-supporting basis.—Speeches were made by several distinguished gentlemen, among others the Bishop of London, who moved a series of resolutions. The Bishop expressed the highest confidence in the eagerness of the clerks of the City to attend the classes, and their ability to sustain and manage schools for their own benefit. He also recommended the work to the clergy of his diocese. Mr. Henry Cole proposed to raise double the sum named above. Subscriptions made already amounted to £1,040.

—— Middle Class Examinations in Ireland.—Following the example of the Universities of Oxford and Cambridge, in this country, local examinations were held in Ireland by the authorities of Queen's University in

Ireland, on the 11th of June last. The Division lists are now printed, and they suggest the inference, either that the standard was high, or that most of the candidates over-estimated their own attainments. They also show the strong tendency which has often been noticed to overlook certain elementary subjects with which all educated persons ought to be familiar. There were 87 candidates entered, but, owing to illness, withdrawals, and other causes, only 72 underwent examination—45 seniors and 27 juniors. Of these 23 passed, or less than one third, nearly all of them answering satisfactorily on their special subjects of study, but failing in the preliminary examination. Of the senior candidates, 18 passed, or two in five, and of the junior five, or between a fifth and a sixth. Of those who succeeded, the Province of Leinster furnished 11, Ulster 7, Connaught 3, and Munster 1; the remaining one was a lad from Durham in England, who had been at school near Dublin. The following analysis of the failures show the subjects which the 49 unsuccessful candidates ought to have known better and exhibits also the degree of attention paid to them respectively. In analysis and parsing of English, 39 failed; in writing from dictation, 33; in general geography, 31; and in arithmetic, 4. The causes of failure are shewn in notes appended to a supplementary table, in which the candidates are represented, not by names, but by their respective numbers. Thus revelations of a personal kind are avoided, while the facts are given. The very occurrence of these examinations is a step in advance, and it is not unlikely that in 1862 the percentage of successful candidates may be more than doubled

—— UNIVERSITY OF DUBLIN.—The degree of LL.D. was conferred upon Lord Brougham, Sir J. Shaw Lefevre, Sir James Emerson Tennant, and M. Michel Chevalier, of Paris, by the University of Dublin, at its late commencement.

—— COST OF NATIONAL EDUCATION IN IRELAND.—A return, which has been issued from the office of the Board of National Education, states that the sums voted by parliament for the purpose of national education in Ireland, from the commencement of the system to the end of the year 1860, amount in the whole to £3,317,964. The local contributions in aid of teachers' salaries were £43,961 in 1860, and there are also other local contributions in support of the system. No less than 4073 schools have been built without parliamentary aid. The Queen's University in Ireland, following the example set by Oxford and Cambridge, has lately instituted a system of local examinations, the details of which will be found below Seventy-two candidates underwent examination, of whom 45 were seniors, and 27 juniors.

—— IRISH NATIONAL SCHOOLS.—From a parliamentary return just issued it appears that the number of pupils on the rolls of the Irish National schools for the last quarter of 1860, and whose religious denominations had been ascertained, was 548,138 of whom 30,863 belonged to the Established Church, 455,582 were Roman Catholics, 59,086 Presbyterians, leaving 2,607 others. The total number on the rolls within the year is estimated at 804,000.

—— KING'S COLLEGE, WINDSOR, NOVA SCOTIA.—We learn with great pleasure from the Halifax *Church Record*, that the late Chas. Inglis, Esq., the son of one bishop of Nova Scotia, and the grandson of another, has bequeathed the Clermont estate to King's College, Windsor, together with one thousand volumes of books, and also made the institution his residuary gatee. He has also devised a valuable farm to the Church at Aylesford for the especial sustenance of the clergyman and the support of the Sunday-school. The bequest to the College is to be specially appropriated to the support and encouragement of young men preparing for holy orders. —W. K. Reynolds, Esq., lately deceased, has also granted £1000 to the poor of the churches of St. Paul, St. Luke, and St. Matthew, in Halifax; £500 to the National School; £500 to the Acadian School, for free scholarships to the poor; and £500 to the Asylum for the Deaf and Dumb.

—— EDUCATION IN INDIA.—Sir George Clerk, the Governor of Bombay, has issued a minute on the education report of Mr. Howard for 1859-60. His Excellency does not agree with Mr. Howard that the English schools have been "starved to benefit the vernacular," as they receive a sum of 155,389 rupees out of the total grant of 372,440 rupees. The number of schools in Bombay, chiefly vernacular, increased from 291 in 1855 to 761 in 1860, and the number of pupils in the same period from 23,681 to 44,166. In Bengal the number of schools, chiefly English, increased from 147 in 1855 to 592 in 1860, and the scholars numbered, in 1855, 12,865, to 40,366 in 1860. This progress, which has been equally rapid in other provinces, is very remarkable when it is remembered that a check was placed on the expenditure on the outbreak in 1857.

XVI. Departmental Notices.

NO PENSIONS TO COMMON SCHOOL TEACHERS
UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools, or Teachers of the English branches in Grammar Schools, who are legally qualified Common School Teachers in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, if they have not already done so, their subscriptions, at the rate of $5 per annum for each preceding year, commencing with 1854, and at the rate of $4 per annum for the current year's subscription. The law authorizing the establishment of this fund provides, "*That no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*" No pension will be granted to any teacher who has not subscribed to the fund, in accordance with the preceding regulations of the Council of Public Instruction.

PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the new Postage Law, the postage on all books, printed circulars, &c., sent through the post, *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will therefore please send such an additional sum for the payment of this postage, at the rate specified, and the Customs duty on copyright books, as may be necessary.

INDISTINCT POST MARKS.

We receive, in the course of the year, a number of letters on which the post marks are very indistinct, or altogether omitted. These marks are often so important, that Postmasters would do well to see that the requirements of the Post-office Department, in relation to stamping the post-mark on letters is carefully attended to.

ASSORTED PRIZE BOOKS IN PACKAGES,

Selected by the Department, for Grammar or Common Schools, from the Catalogue, in assorted packages, as follows:—

Pkge. No. 1.	Books and Cards,		5cts. to 70cts. each.....	$10
" No. 2.	Ditto	ditto	5cts. to $1·00 each.....	$16
" No. 3.	Ditto	ditto	10cts. to $1 25 each.....	$20
" No. 4.	Ditto	ditto	10cts. to $1·50 each.....	$26
" No. 5.	Ditto	ditto	15cts. to $1 75 each.....	$30
" No. 6.	Ditto	ditto	15cts. to $2 00 each.....	$36
" No. 7.	Ditto	ditto	20cts. to $2·25 each.....	$40
" No. 8.	Ditto	ditto	20cts. to $2·50 each.....	$46
" No. 9.	Ditto	ditto	25cts. to $2·75 each.....	$50
" No. 10.	Ditto	ditto	25cts. to $3·00 each.....	$56
" No. 11.	Ditto	ditto	30cts. to $3·25 each.....	$60
" No. 12.	Ditto	ditto	30cts. to $3·50 each.....	$66
" No. 13.	Ditto	ditto	35cts. to $3·75 each.....	$70
" No. 14.	Ditto	ditto	35cts. to $4·00 each.....	$76
" No. 15.	Ditto	ditto	40cts. to $4·50 each.....	$80

☞ *Special Prizes*, in handsomely bound books, singly, at from $1.05 to $5.50. In sets of from two to six volumes of Standard Literature, at from $3.00 to $10.00 per set.

*** Trustees are requested to send in their usual orders for the coming holiday season at as early a date as possible, so as to ensure an early despatch of their parcels, and thus prevent disappointment.

TERMS: For a single copy of the *Journal of Education*, $1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

All communications to be addressed to J. GEORGE HODGINS, LL.B., *Education Office, Toronto.*

LOVELL AND GIBSON, PRINTERS, YONGE STREET, TORONTO.

1862. Mar. 20

JOURNAL OF EDUCATION,

Upper Canada.

VOL. XIV. TORONTO: DECEMBER, 1861. No. 12.

CONTENTS OF THIS NUMBER.

	PAGE
I. RECENT EDUCATIONAL SPEECHES IN ENGLAND—(1) The Right Hon. Lord Palmerston. (2) The Right Hon. Earl Granville. (3) The Right Hon. W. E. Gladstone	177
II. PAPERS ON PRACTICAL EDUCATION—(1) The Essential Qualifications of a Good Teacher. (2) Value of the Habit of Correct Speaking. (3) Physical Exercises for Changes in Schools. (4) Experiences in my Scotch School. (5) Compulsory Education	181
III. PAPERS ON CANADIAN HISTORICAL SUBJECTS—(1) Historical Society for Upper Canada. (2) Upper Canada Historical Society. (4) Career of General Scott in Canada. (5) The First Steamboat on the Lakes. (6) Lecture on the Acadians	183
IV. BIOGRAPHICAL SKETCHES—No. 30. George Garnett, Esq. No. 31. Jas. Simpson, Esq., M.D. No. 32. Colonel McDonell	184
V. PAPERS ON PHYSICAL GEOGRAPHY—(1) Dr. Hayes' Polar Expedition. (2) The British Arctic Expedition	185
VI. MISCELLANEOUS—(1) God bless our Schools. (2) The Magic Lantern: Its Uses and Construction	186
VII. SHORT CRITICAL NOTICES OF BOOKS—The Prince of Wales' Visit to America—Memoir of David Sandeman—Watson's Woods	187
VIII. EDUCATIONAL INTELLIGENCE—Toronto University Commissioners—University and College Rifle Corps—Trinity College Rifle Corps—Literary Association of Victoria College—St. Andrew's Society, Toronto—Canadian Literary Institute—Assumption College, Sandwich	187
MAGIC LANTERNS and Slides for Sale to the Public Schools	188
TITLE AND INDEX to the Fourteenth Volume.	

RECENT EDUCATIONAL SPEECHES IN ENGLAND.

I. RIGHT HON. LORD PALMERSTON.

At a recent distribution to the successful candidates of the Oxford Middle-class Examination Certificates, at Southampton, Lord Palmerston remarked as follows: "There is nothing, perhaps, more remarkable in the progress of the country than the advance which of late years has been made in the diffusion and in the quality of education. The advance which England has made in population, in wealth, in everything that constitutes in common opinion the greatness of a country, is well known and most extraordinary. But we should, indeed, have been wanting in our duties as a nation if we had not accompanied that progress in wealth and population by a corresponding progress in the development of the intellectual faculties of the people. (Cheers.) The advancement of education has for many years past been an object of the most earnest solicitude to almost all the public men who have risen to eminence in this country. We are glad to see that the Universities have started forth in that honourable career; and it is peculiarly gratifying to me, a member of the University of Cambridge, to be permitted to distribute certificates arising out of examinations by the sister University of Oxford. (Cheers.) There was a time, now long gone by, when envious critics, who wanted to run down the Universities of the land, said they might be likened to hulks moored in a rapid current, where they served only to mark the rapidity of the stream. That has long since ceased to be a true representation of our Universities. They have improved the course, the object, and the direction of their studies, and they may now fearlessly vie with the academical institutions of any country in the world. (Cheers.)

COMPETITIVE EXAMINATIONS AND CRAMMING.

Certain objections have been made to the system of competitive examinations. Some people say it leads to cramming. It often happens that when mankind seize upon a word they imagine that word to be an argument, and go about repeating it, thinking they have arrived at some great and irresistible conclusion. So, when they pronounce the word "cramming," they think they have utterly discredited the system to which that word is by them applied. Some people seem to imagine that the human mind is like a bottle, and that when you have filled it with anything you pour it out again and it becomes as empty as it was before. That is not the nature of the human mind. The boy who has been crammed, to use the popular word, has, in point of fact, learned a great deal, and that learning has accomplished two objects. In the first place the boy has exercised the faculties of his mind in being crammed, and in the next place there remains in his mind a great portion of the knowledge so acquired, and which probably forms the basis of future attainment in different branches of education. (Hear.) Let nobody, therefore, run away with the notion that competitive examinations are not of great and infinite value, because there are men who instruct the candidates in those branches of knowledge respecting which the examinations have to take place. Depend upon it that the boy who is crammed, if he is crammed successfully, not only may succeed in the examination for which he is preparing, but is from that time forward more intellectual, better informed, and more disposed to push further the knowledge which by that cramming he has acquired. (Cheers.) It is also said that you are teaching young men a great variety of things which will be of no use to them in the career which they are destined to pursue, and that you are pandering to their vanity by making them believe they are wiser than they really are. These objections, also, are in my opinion utterly futile. As to vanity and conceit, those are most vain and conceited who know the least. (Hear, hear.) The more a man knows, the more he acquires a conviction of the extent of that which he does not know. (Hear, hear.) A man ought to know a great deal to acquire a knowledge of the immensity of his ignorance. (Cheers.) There was a very sharp, shrewd gentleman, well-known in former times, named Mr. Harvey Coombe. He was conversing one day with a friend, of whose attainments he had

no very high opinion, and having made some observation, his friend said, "Well, I am sure I don't know." "You don't know!" said Mr. Harvey Coombe, "I tell you what, my friend, what you don't know would make a very large book." (Cheers and laughter.) The same may be said of the great mass of mankind; and let no parent be deterred from sending his son for competitive examination by the notion that he would get much beyond the titlepage of that great book. (Cheers and laughter.) If competitive examination is not liable to objection upon the score that it tends to raise undue notions of superiority on the part of those who go through it, so also it is a great mistake to imagine that a range of knowledge disqualifies a man for the particular career and profession to which he is destined. Nothing can be more proper than that a young man, having selected a particular profession, should devote the utmost vigor of his mind to qualify himself for it by acquiring the knowledge which is necessary for distinction in that line of life; but it would be a great mistake for him to confine himself to that study alone, and you may be sure that the more a young man knows of a great variety of subjects, and the more he exercises his faculties in acquiring a great range of knowledge, the better he will perform the duties of his particular profession. (Cheers.) That sort of general knowledge may be likened to the gymnastic exercises to which soldiers are accustomed. It is not that it can be expected that these particular movements would be of any use to them on the day of battle; but these gymnastic exercises render their muscles flexible, strengthen their limbs, invigorate their health, and make them better able to undergo fatigue, and to adapt themselves to all circumstances. So with a wide range of study; it sharpens the wits; it infuses general knowledge into the mind; it sets a young man thinking; it strengthens the memory and stores it with facts; and in this way makes him a better and more able man in the particular profession he is intended to pursue. (Cheers.)

ANTI-DEMOCRATIC STRUCTURE OF ENGLISH SOCIETY.

It has been well said that in this happy land there is no barrier between classes, and that the highest positions are attainable by persons starting from the most humble origin. If he has only talent, if he has only acquirements, if he has only perseverance and good conduct, there is nothing within the range of the institutions of the country to which any man may not aspire, and which any man may not obtain. (Cheers.) I trust that among those to whom it has been my good fortune this day to give certificates there are young men who will rise far above the position from which they start. (Cheers.) It is the peculiar character of this country as distinguished from many others, that whereas in some countries, unfortunately for them, men strive to raise the level on which they stand by pulling others down, in England, men try to raise the level on which they stand, not by pulling others down, but by elevating themselves. (Cheers.)

GREAT VALUE OF COMPETITIVE EXAMINATIONS.

I trust that the number of candidates for competitive examination will continue to increase from year to year. Such examinations will produce among the rising generation a spirit of emulation, which is one of the noblest feelings of the human heart, and upon which depends the rising of individuals, and the prosperity and greatness of nations—a spirit wholly distinct from that of jealousy or of envy—a spirit which is compatible with the utmost kindness and goodwill to those with respect to whom the emulation is felt—a spirit which ennobles the individual and does not lead to any unfriendly sentiments towards others. But this system of competitive examination will not only inspire that generous spirit of emulation in the minds of the rising generation; it must also act powerfully upon those who are the instructors of youth—a most valuable class of society, men upon whose exertions depends the whole success of the nation, because, unless the people have their minds cultivated and stored with knowledge, it is plain that for all great purposes they are almost as if they were not. (Hear, hear.) I say, then, that the system of competitive examination tends to excite emulation among the instructors as well as among the instructed, and that it, therefore, has a double effect in advancing the intellectual progress of the country. (Hear, hear.) Having stated the advantages which the system of competitive examination confers upon those who are successful, I would take leave to say a word of encouragement to those who have failed to obtain certificates. Let not these young men, and let not their parents, think that they, the unsuccessful competitors, have gained nothing by the struggle in which they have engaged. Depend upon it, that although they may not have succeeded in obtaining the distinction at which they aimed, they have succeeded in acquiring a great deal of useful knowledge; they have succeeded in acquiring habits of mind and powers of thought, and of application, which will be of use to them during the rest of their lives. You all know the old story of the father who upon his deathbed told his sons that he had a treasure buried in a certain field, and that if they dug the whole field through they would find it. The sons, acting upon this advice, dug the field, but no gold was there. In the next year, however, there was that which was to them a treasure—a most abundant and valuable harvest. That was the treasure which the father wished them to seek for and which they found. So it is with the unsuccessful competitors. They have not found the treasure which they sought for—namely, a certificate of attainments from the examiners—but they have gained a treasure which to them will be of infinite value—those habits of mind, those powers of thought, and that amount of knowledge upon which a larger building may be erected; and they therefore will have reason to thank their parents for having sent them to a competitive examination, thus rendering them better able to struggle through life in whatever career they may choose to pursue. (Loud cheers.)

2. RIGHT HON. EARL GRANVILLE.

PROGRESS OF SCIENTIFIC KNOWLEDGE.

At the recent inauguration of the Liverpool School of Science, Earl Granville remarked as follows:—No one, educated as I believe those before me have been, can be unaware how weak an animal man is left entirely to himself, and how one of his superiorities in reality over the rest of the animal creation is an infinity of wants which the reasoning powers which Divine Providence has bestowed upon him have given him the means to such an extraordinary degree to meet. We are so accustomed to some of the most beautiful inventions that from day to day we are hardly aware of what wonder there is in the discovery of means so simple and so perfect to contribute to our comfort, to our convenience, and to our happiness. Some of the simplest inventions of science, which we almost believed had existed from the beginning of the world, history tells us are not so old. Even among the enlightened Greeks there is no knowledge that they possessed an acquaintance with so simple a machine as a pump. Then, with regard to the motion conveyed by wind, it is believed to have been at a very much later date that mankind became possessed of such knowledge as that. I saw it quoted the other day, of which I was not aware before, that it was only in the reign of Queen Elizabeth that an Ambassador, travelling on the Continent, reported as an extraordinary invention that a saw should be moved by any other motive power than by the human hand. We are now arrived at that perfection of aptitude for invention in the application of science to art that one of our real deficiencies is that when we are not sufficiently acquainted with science—and I for one feel deplorably the want of enjoyment, and the humiliation of not having sufficient knowledge, of that character—some of the grandest things that surround us, which are taken as a matter of course, we are really unable to explain to ourselves. Some of our scientific men have reported the progress that is making in Germany, in France, and in other European countries, in the pursuits of science. I am happy to say that during the last ten years, in consequence of that awakened feeling in this country, I believe the general dissemination of science has made great progress. Bodies calculated to advance science have taken it in hand. The London University, with which I am humbly connected, has instituted degrees in science (hear, hear) open to the whole nation, of whatever class they may be, which I cannot but believe will further greatly instruction in that matter. I am not sure my right hon. friend the member for the old and distinguished University of Oxford (cheers) will be able to say that that University has yet thought fit to adopt the same course as ourselves with regard to purely scientific degrees; but I know he will back me up in saying that by their local examinations, called "middle-class examinations," by the introduction of scientific examinations, they have contributed greatly to that result. (Hear.) I do not wish to talk too much of what the Government has done. In the first place, I think they are limited, and properly limited, to what they can do. In the second place, turning to my right hon. friend the Chancellor of the Exchequer, I feel the remembrance of the man in the play, who, complaining of his lodgings being always filled with smoke, and saying he had some thought of complaining to his landlord of the intolerable nuisance, stopped himself by the reflection that, perhaps, it might give his landlord the idea of raising his rent. (Laughter.) Now I believe that the exertions for the development of science and art have been most useful in that particular thing which I think it is most desirable we should do in the diffusion of sound scientific instruction to the greater number in this country. Ten years ago the science schools could not find a master capable of teaching science in a manner which would convey it in the most ready and facile manner to the pupils that it is desirable to instruct them in; and yet at this moment, I believe, the only difficulty of the committee promoting this valuable institution, will be to select the one most fit and best qualified for the school. The system of rewards—rewards given at the cost of the State to reward those who prove themselves efficient in science—have brought forward an extent of candidates which I certainly did not expect; and, though of the number of candidates many have entirely failed, yet

their efforts have given me the greatest possible satisfaction, as tending in every possible way, not only to increase the happiness of those individuals, making them better citizens, better countrymen of ours, and I will add, better Christians, to whatever denomination they may belong, but also adding enormously to the chances of advancing the progress and the prosperity of the great nation to which we belong. (Applause.)

3. RIGHT HON. W. E. GLADSTONE.

THE PURSUIT OF SCIENCE, AND ITS BENEFICENT OBJECTS.

At the same inauguration, Mr. Gladstone, after referring to the munificent gift to the city of Liverpool, of a free Library and Museum, by Wm. Brown, Esq., (as detailed in this Journal for ——— page —,) remarked :—There is, I think, a special beauty and harmony in the union of means and instruments which are to be combined together, and directed to a common purpose in the great institution of a Free Library, Hall of Science, and Museum. There the eye will be directly instructed by the inspection of objects gathered from the various regions of nature ; the ear will be instructed by lectures to be delivered in the Hall of Science ; and, on the other hand, the mind will be instructed by a process of its own in that Library, which it requires, I believe, but a visit of a moment on any day in the week, in order to bring the conviction that the magnificent gift that has been bestowed upon the population of Liverpool is richly appreciated, and largely used and enjoyed by that population. (Applause.) It is true, I apprehend, that immense and varied benefits ought to be derived from the institution which we are now engaged in celebrating the commencement of. It perhaps may seem almost commonplace to insist upon the close connexion that has happily prevailed, in this as well as in other countries, between the pursuit of science and the attainment of high and beneficial aims, both material and moral. But, at the same time, you will be patient, perhaps, with those who address you to-night, if they venture to remind this great assemblage that it has been in some degree characteristic of Englishmen to consider that they can, in a manner of their own, and without formal study, but by those ways of practice with which they are familiar, attain ends which in other countries can only be attained by means of careful speculation and persevering research. Now, no doubt, the character of Englishmen is eminently practical, and in many cases without speculation and without study they do contrive to attain many of the fruits of study and of speculation. But, at the same time, the history of our country eminently and fully proves that if much can be done by the force of natural intelligence and by determined perseverance, yet more can be achieved by the use of those other means which regular study can supply. Now, let us look for a moment to the sciences to which the hall now opened is about to be dedicated. I will venture to refer to a mode of illustration, familiar to us all, even if not strictly accurate or profound,—namely, the number of miles that we travel in the hour. I would recommend those who wish to measure practically the advancement of the kind we are now describing in this country to take the pains to read the evidence which was given by the elder Mr. Stephenson before the first committee of the House of Commons, which was appointed to consider the first Bill for the purpose of making a railway from Liverpool to Manchester. (Applause.) When that gentleman appeared as a witness in the face of able and learned men, whose business it was to convict him of being a mere dreamer and enthusiast, he judiciously avoided stating what, perhaps, his prophetic spirit had divined of the great results that were about to be achieved ; and I think that, when Mr. Stephenson was asked at what rate it was probable that the locomotive engine would carry passengers along that railway, he judiciously confined himself to the statement that he was sanguine enough to believe that such an engine would be able, under favourable circumstances, to draw those passengers at the rate of eight or ten miles an hour. (Laughter.) But even that did not satisfy the relentless ingenuity of those who cross-examined him, and they solemnly adjured Mr. Stephenson to say whether, upon his credit as a man of practice and a man of science, he would undertake to assure that committee that he thought that such an instrument as a steam-engine ever would draw people along iron rails with such velocity as the speed of eight or ten miles an hour. (Laughter.) And Mr. Stephenson was so wise in his generation that he would not adhere to the speed of eight or ten miles. I do not recollect the figure to which they brought him down, but I think at last he would not absolutely commit himself to promise a speed of more than five or six miles an hour. (Laughter.) Mr. Harrison was the leading counsel against Mr. Stephenson. He was not satisfied with the modesty of that eminent man and the prediction he had made. He ridiculed those predictions, and he said,—"Woe be to the unfortunate gentleman, who, living in Liverpool or Manchester, and having an engagement to dine in the country at a particular hour, shall trust himself to one of your trains with the expectation that it will bring him in time for dinner." (Laughter.) Well, ladies and gentlemen, we have passed by that scene ; and I believe I should be correct in saying that even since the locomotive began to display its powers in practice—since the railway system was established—those powers have been far more than doubled ; and, as we have heard to-night, we do not know at what point the limit of their application may be reached. But now let us look at one or two other cases of those sciences which were mentioned in the report which has been just read to you. We are not dealing here with the case of science at large ; we are dealing here, in the main, with the case of those minor popular sciences which commonly go by the name of physical sciences or natural sciences.

PROGRESS OF NATURAL AND PHYSICAL SCIENCE.

Well, now, gentlemen, if we take the case of chymistry, look at what chymistry has done within the last 20 years. In a period of trial and of crisis for the agriculture of this country it has been one of the main agents which has brought the agriculture of this country through that period of trial and of crisis—not only without damage, but with an immense augmentation of confidence, of strength, and of utility, both to those who practise it and to the community at large. Why, look now again, those of us who are old enough to recollect. I now turn from the sphere of utility to the sphere of beauty. Let us look at the patterns which we see in shops. What is the difference ? We see these patterns now—how they have been multiplied in number, how they have been increased in beauty. That is owing to the progress of the science of chymistry giving us, from year to year, an augmented command over the whole region of nature, of which we seem, indeed, to know much more as compared with those who have gone before us, but of which it is possible we know little indeed as compared with what those may know who are yet to come. Take, again, the science of geology. There is nothing more characteristic of England—nothing more conducive to its greatness—than the mining industry of the country. But how vastly has the mining industry of the country been promoted and its difficult operations been facilitated by the progress of geological science. Why, there are parts of this country which were mined for coal long ago, and within no great distance of Liverpool ; but in the state to which geology had then attained, and in the state to which mechanics had then attained, the enterprising men who conducted those operations could as it were but scratch the surface of the ground, and obtain such portions of coal measures as lay ready to hand under the most favourable circumstances. And it is many of those portions of the country, once as it was thought exhausted and abandoned, at a period when scientific knowledge had not so far advanced, that are now being subjected to renewed exploration ; not for the mere gathering of relics, but, on the contrary, in all likelihood for the conducting of much greater operations than those which were conducted by others who thought they had the virgin ground submitted to their hands. Take again, the famous case of the discovery of gold. I am not one of those who think, as I confess I do believe a great many people still think, even among ourselves, that a pound's worth of gold is much more valuable than a pound's worth of something else ; but the discovery of gold has been a most remarkable addition to the wealth of mankind during the period in which we live. But it was the prophetic eye of Sir Roderick Murchison, not a man of business, not a man engaged in commerce, but a man who had devoted himself to science, that indicated the circumstances, and even the region, under which it was to be expected that the discovery of gold should take place. It may be asked what is the use of the science of natural history ? it appears to me that its moral uses are almost infinite ; but I will venture to detain you for one moment upon its material uses. Nay, I will venture to take only one of those material uses—I mean this, the use of suggesting to the mind of man that he should copy the finished and exquisite, yet simple as well as beautiful, processes by which the Author of nature in the works of nature has attained His ends. Now, it is not at all difficult—if you will permit me to show it, nor need I detain you long—it is not at all difficult to point out what I think are striking instances of this truth—that man in all periods has derived his most valuable inventions from the observation of nature.

ORIGIN OF SOME VALUABLE INVENTIONS.

I believe there was a time when it was desired, for an important purpose connected with the population on the banks of the Clyde, to introduce pipes of a particular description under that river. The man who solved that difficulty, I believe was no less a man than Mr. Watt. And how did he solve that difficulty ? Why, it is upon record that he solved that difficulty by learning how to construct the pipe to get water under the Clyde, from observing the construction of the shell of a lobster. Well now, ladies and gentlemen, we often hear of the part which is performed by lobsters on certain occasions, chiefly festive and convivial occasions. (Laughter.) I

must say, as far as I know, we often hear of mischief resulting from a too free observation of lobsters upon those occasions. (Laughter.) But Mr. Watt observed his lobster to some purpose, and he learnt from the construction of its shell a great mechanical secret, which he applied to the solution of an important problem for the comfort and well-being of his fellow-citizens. Sir Isambard Brunel, in placing the Thames Tunnel, took his lesson from a very insignificant personage, and yet a personage wise enough to teach him more than he had known before—I mean that personage whom we know by the name of the earth-worm, for it was the manner in which he, I believe bores the earth that suggested to Brunel the mode of making that very remarkable work the Thames Tunnel, with which his name is associated. Take, again, the case of Mr. Stephenson. I believe Stephenson was content to learn from the bone whatever he did learn with respect to the construction of the tubes with which his name is connected. But there is another name which I hope will always enjoy a high place in the history of British art; and I am glad to quote it, because it is eminently connected with what I may call the loving observance of nature—I mean the name of Wedgwood; and I don't believe a greater name is to be found in the history of art in this country. Wedgwood was one of those who had begun, as we may say from nothing; and I trust there are many that are now beginning from nothing; that there are some possibly in this hall that are making their commencement from nothing, but yet that are destined to leave a name honourable in the annals of their country. (Applause.) You all know that the industry and skill of Wedgwood were directed to applying those clays and earthen materials which in this country abound to the formation of pottery and porcelain, especially of porcelain. Well, now, it is recorded in that most valuable work of Mr. Smiles—perhaps as valuable as his *Life of Stephenson*—which is designated *Self Help*, as one of the earliest of the stages of Wedgwood's operations, that while he was still a mere labourer and hardly of full age he used to make earthenware knife handles in imitation of agate and tortoise-shell, and table plates in imitation of lemons, and vessels to hold pickles in imitation of leaves and like articles. And I do not believe there is one of those things that proceeded from the hands of Wedgwood that is not at this moment worth, in any shape where it may be exhibited for view, six or eight times the price which Wedgwood himself put upon it. All I can say is, that I saw to-day, in a shop in this town, two little black cups which Wedgwood would have put up at 4s., or 5s., and the price asked for them—which was, no doubt, a moderate price, and the dealer had a right to ask it; but the price asked was £2 10s. (Laughter.)

ORIGIN OF THREE OF THE MOST PRIMITIVE HUMAN INVENTIONS.

I want to show the truth—the broad truth—of this doctrine, that in the observation of nature lies a great part of the means of scientific progress—will you allow me to go back to the rudiments, to the very cradle of the whole matter, and ask your opinion, promising to give you mine at the same time, of three of the most primitive of human inventions—the most primitive, but the most fundamental, and lying at the root of all social progress? I mean these three—the oar, the wheel, and the plough. The history of these inventions is so old that it is lost in the darkness of antiquity. It is hardly possible to obtain historical vestige of that which so entirely belongs to the primitive history of mankind, and therefore they are matters of speculation. I think they are matters of interesting speculation; and if it be true that man in his infancy learned from the observations of nature, depend upon it nature has not told all nor a twentieth part of her secrets. She has a great deal more to tell for the benefit of those who come after us. (Applause.) Well, now, I believe there is little doubt, judging from such considerations of indirect evidence as can be brought to bear upon the question, that the oar—the instrument by which men passed from one continent to another, and from one island to another, a process otherwise impossible—that the oar was simply learned from the motion of the wing of a bird in cleaving the air. How came the wheel? I believe the wheel was learned from observing the circular motion of certain birds, and particularly of one description of hawk when in its flight—a description of hawk which, in the Greek tongue, still bears the name from which our word "circle" is derived. Well, then, thirdly, I come to the plough. Now I must confess I think it is a question of great interest to know how it was or how it probably could have been—I don't mean that it admits of demonstration—how it could have been that man should have been directed to the use of that most valuable instrument the plough; because, if we consider ourselves in a primitive condition, it is by no means a simple or obvious matter. One would think a man beginning with the use of his hands, and going on with the use of some stick or pole, or some simple form of instrument, he seems to be a long way from the idea of the plough, which is rather an artificial formation, and supplies the double motion of direction from behind, traction from before, and then, again, a somewhat complex form of instrument. Gentlemen, I am not presuming to dogmatize, but I do believe that the most probable account that can be given of the invention of the plough is this, that it was founded on an observation which, perhaps may excite your mirth—upon the observation of that which is done by a very humble but useful animal—that which is done by the snout of the pig. (Laughter.) Now, owing to the practice that prevails of disabling the snout of the pig from the operation by inserting into it something that makes it very inconvenient for the pig to use the weapon with which nature has provided him for the purpose of turning up the ground, one does not often have an opportunity of observing it. But, if you will take the opportunity of observing the action of the pig when he gets upan the turf, with his snout free (laughter,) and when he has a mind to plough (renewed laughter), you will perceive that he is an excellent ploughman. (Laughter.) I don't mean to say that he runs his furrows quite as straight as it is desirable that the human ploughman should; but the idea of turning up the ground, which was what man soon found was necessary in order to bring in action the power of the atmosphere, and make it fertile for his purposes, is an idea the pig fully understands, and when he is free from that ring that annoys him, he constantly puts it in practice. (Laughter.)

THE PURSUIT OF SCIENCE A MORAL AND SOCIAL LEVER.

If the pursuit of science and if the observation of science have thus been of use to human industry and to the fabrics which it produces, it is also, I must say, no small satisfaction to us to reflect how often it has been the means of bringing forth from an obscure and lowly lot those who deserve to be eminent among their fellow-citizens. We have seen such men as Robert Stephenson, such men as Faraday, such men as Sir Humphrey Davy, such men as Hugh Miller, so lately taken from us—beginning life in the condition of labourers, but ending in a station that was eminent in the face of their fellow-countrymen. (Applause.) We have seen others, such as Watt, such as Crampton, beginning their services humbly—services in a manner that have contributed in a degree it would be impossible to describe to the general wealth and power of the country. We have seen Arkwright and others themselves reaping a large share of the rewards and benefits they had procured for others, and becoming the possessors by the most honourable means—by means most beneficial to the country as well as to themselves—of colossal fortunes. And I do not desire, in mentioning the progress achieved by individuals, that we should appeal to merely selfish motives. It is not the mere possession of money that constitutes the benefit. It is not the mere rising of this or that man that constitutes the benefit. It is the healthy action which is communicated to the whole social frame (hear), in a country where class mixes with class, where no man can stand simply upon tradition, although tradition is justly respected here; but where the very lowest and humblest of the community, by diligence and perseverance, by making a full and regular use of the gifts which Providence has committed to him, may bring himself forward into the foremost ranks, and thereby not only reap advantages for himself, but may yield to others an example that will again become the spring and the spur to an honourable industry. (Applause.) I for one admit, and would be among the foremost to assert, that all the material advantages that are to be derived from the observation and careful study of nature in her many kingdoms, would not only lose much of their value, but would lose it all—nay, that they would be converted into curses to mankind—if it were true that the moral influence of such studies was deleterious. It would be in vain that you should establish a dominion over the brute forces of the world if in establishing that dominion you were only to increase the moral disorder that unhappily prevails among the children of mankind, and to render our restoration from that disorder more hopeless and more difficult than ever. But I must say that it is a perversion of those studies, and not their natural use, which alone can make them poisonous to man. (Applause.) Their natural use—their proper and their legitimate tendency—surely, is to teach all the qualities, or, at any rate, many among the qualities, that best befit our dependent position. When a man comes to study and observe the kingdom of nature, he finds himself in contact with vast and gigantic forces that he cannot for a moment resist. He feels himself absolutely in the power and at the disposal of an Almighty Being, and he sinks into humility before the majesty of that Being. (Applause.) But while he thus learns humility, and while he might almost be appalled by the evidences of power,—on the other hand, he sees those cheering proofs, multiplied from every side, of beneficent design, which encourage him to repose a filial trust in the goodness of that God who has so richly throughout the natural kingdom provided for the support, the comfort, and the advancement of human nature. (Loud applause.) And if we are told that intellectual pride is to be the result of scientific knowledge, all I can say is that intellectual pride was not its result in the mind of Bacon, in the mind of Newton, in the mind of most of those great men who have most faithfully and successfully dedicated them-

selves to those pursuits; because they have always felt that whatever nature told to us was but a light which glanced upon other regions as yet unexplored, and which testifies to the existence of an infinity of knowledge not as yet communicated, entirely transcending that limited province within which it has as yet been given to man to walk. (Hear, hear.) In that humility, in that modesty, in that thankfulness, in that sense of wisdom and goodness of the Almighty, which all His works, with one voice and from every quarter, proclaim—surely we ought to find lessons, aye sermons I may call them, as effective perhaps even as those which may be delivered from the pulpit of religion, teaching us the lowliness of our condition, but teaching us also there is One who cares for us, and who, while we trust in Him, and strive to follow Him, will never abandon us in our low estate. (Applause.) So, I cannot but feel that while we do not presume to say that the truths of science lie in that highest region of our nature which is reserved for the Gospel of Revelation, yet that they are auxiliary and subsidiary in truth and effect to the purposes of that revelation; and my hon. friend who has exerted his munificence in founding this institution is entitled to cheer himself with the belief that he has not only been contributing to intellectual advancement and material progress, not only to cheerful and innocent recreation—an object of no small value—but likewise that he has been subserving a high moral purpose, and aiding the work of the teacher of religion. (Applause.)

II. Papers on Practical Education.

1. ESSENTIAL QUALIFICATIONS OF A GOOD TEACHER.

(From a recent Address at Hamilton, by the Rev. Dr. Ormiston.)

I am of opinion that after all that had been said and written, and well said and well written, the only essential element of a first-rate school is a first-rate teacher—a model teacher—one whose daily business with the pupils, was to say "follow," instead of the harsh, "go." Such teachers should be thoroughly versed in all those branches of education they had to impart. Again, they must be enthusiastically attached to their work; not for itself, but for the influences it had upon the lives, the loves, the labours, the homes, of others. Fully was he convinced that if there was one work above all others that was elevating and attractive in its nature, and calculated to stir up and foster the kindliest feelings of humanity—that work was the arduous, responsible, yet pleasing one of teaching; and numerous proofs could be given of the truth of this observation. He would compare it to a sculptor taking a block of marble from the quarry; it was rough and ungainly; but the expert sculptor, by his lines and his rules, had made the cold, inanimate, ungainly mass an all but breathing model of perfection. It was so with the painter and his pencil, brush and canvass—silent and inanimate materials to which he applied the imagining of mind until the canvass, as it were, almost breathed and spoke; and the man must be a poor heartless and soulless thing that could not pay the homage that was due to genius on such occasions. But there was a far higher reverence, a warmer love and affection, due to the man or to the woman that devoted their whole energies to make something out of the—in some cases—almost shapeless bundles of humanity, giving life and vigour and usefulness to the senses, the nerves and the brain, and directing all their energies to Him who is life eternal. A man who does this—and in using the term man he meant woman, also, for there could not be a perfect man without a woman—who thus takes the untaught child, tests its capabilities, and then exclaims, how best can I develope those capabilities; how direct them to make a shining character, truly useful to themselves, their companions, the world, and their God?—however lowly that man or that woman may be, they stand amongst the first and most distinguished in the sight of Heaven. High is that man's aim and high would be his final reward. A devoted, faithful teacher's reward could not be computed by dollars or dimes. He (Dr. O.) had met with hundreds of such cases, where men had come and taken him by the hand with expressions of the deepest affection for the pains he had bestowed upon them as pupils. If a teacher did not experience somewhat of such endearment from his pupils in the course of six months, it was better they should cease to waste their own time and that of others. It was useless for dullness to contend with its fellow, for no progress could ensue. He wished, above all things, to have a thorough teacher—one who feels a deep interest in his work; such being the case, progress would be made and our highest aspirations would be accomplished. It was true alike of the faithful labourer of the pulpit and the school-room, and well each merited the thanks of the community. Such were our own feelings, in remembering, peradventure, the early teaching of a pious mother, and such the teachers of these girls should, in a measure, aspire to become, and then, such being our pupils, such our teachers, we should stand a fair chance of having a noble race of men and women, the sons and daughters of our land. And he would say to such teachers, that amidst all their cares and anxieties they should ever remember that they are sowing good seeds that will produce a rich harvest for time and for eternity. And to such he would say, the best gift they could give to the world—to their God, is themselves and all their energies for the improvement and progress of man, and the glory of God; and to be such is a noble privilege for man or woman, and to be what God designed we should be, virtuous, pure, and all that is of lovely and of good report. This is indeed what will shed a radiance around us and will sweeten life's rough voyage, and at its close give us the happy reflection that we have left the world the better for our having had a dwelling place there; and with these remarks he would conclude, wishing most sincerely that every success may attend the Institution and all in connection therewith, both governors, teachers and pupils, and praying that the blessing of God may ever attend them all.

2. VALUE OF THE HABIT OF CORRECT SPEAKING.

We advise all young people to acquire in early life the habit of using good language, both in speaking and writing, and to abandon, as early as possible, any use of slang words and phrases. The longer they live the more difficult the acquisition of such language will be; and if the golden age of youth, the proper season for the acquisition of language, be passed in its abuse, the unfortunate victim of neglected education is very probably doomed to talk slang for life. Money is not necessary to procure this education. Every man has it in his power. He has merely to use the language which he reads, instead of the slang which he hears—to form his taste from the best speakers and poets of the country—to treasure up choice phrases in his memory, and to habituate himself to their use—avoiding at the same time, that pedantic precision and bombast which show rather the weakness of a vain ambition than the polish of an educated mind.

3. PHYSICAL EXERCISES FOR CHANGES IN SCHOOLS.

The teachers of the lower grades of our schools need frequently to introduce exercises which will afford physical relief to their pupils, promote their health and make discipline more easy. We copy two sets of such exercises from the Connecticut *Common School Journal.* In all such drills, precision, promptness and life are indispensable.

SET No. 1.

1. Sit erect.
2. Fold arms.
3. Extend right hand.
4. Extend left hand.
5. Extend both hands, in front.
6. Clap three times.
7. Place right hand on head.
8. Place left hand on head.
9. Raise both hands perpendicularly.
10. Clap twice.
11. All rise—without noise.
12. All face the north.
13. All face the east.
14. All face the south.
15. All face the west.
16. All sit, quietly.
17. All take slates (or books), without noise.

SET No. 2.

1. Hands clasped and resting on edge of the desk.
2. Sitting erect, arms folded.
3. Arms folded behind.
4. Ends of fingers resting on shoulders.
5. Fingers meet on top of the head.
6. Palms of the hands meet above the head, with one clap.
7. Arms folded on the desk, head resting on them.
8. Arms akimbo, hands on the hips, fingers towards each other.
9. Right hand extending, left hand on the hip.
10. Reverse the preceding.
11. Both hands extended horizontally.
12. From the 11th position, hands brought up perpendicularly, fingers shaking.
13. Soft part of the ends of the fingers tapping on the desk, imitating the sound of rain.
14. Hands twirling one over the other, then brought suddenly to the desk with a noise.
15. Right hand extended, left hand on breast.
16. Reverse the preceding.
17. Both hands crossed on breast.
18. Arms extended forcibly and carried back.
19. All rise.
20. All sit.
21. Assume a devotional posture—hands on the face, and head bending upon the desk.
22. Study lessons.

—Ohio Educational Monthly.

4. EXPERIENCES IN MY SCOTCH SCHOOL.

Such is the title of an interesting article in the last month's number of the *Cornhill Magazine.* The description of Scottish Parish schools which is given by the author would hardly be regarded as authentic at the present day. As a picture, however, of a con-

dition of things which is now matter of history, the article possesses a historical value. We subjoin a few bits of it. The following is a description of a highland school :—

"I remember once going with the minister to pay a visit to the Assembly's Institute in these parts. When we arrived, the academic grove was deserted and we were informed that the 'squeelmaister and the poons were oot on the peat moss.' There we found them; the dominie putting his pupils through a very novel kind of military exercise. He had collected his army on his own division of the moss, where his peats lay in stacks, ready to be carted home when he could afford to pay for the cartage. We arrived on the scene just as the review began. 'Now poys,' says the dominie taking up a peat in each hand, 'this is a sword and this is a cun'—the Highland pronunciation of gun—shoulder arms, poys.' Here the 'poys' took a peat in each hand, and shouldered them. 'March poys,' said the dominie flourishing his peat sword; and away marched the boys with their peats, until the reached they school-house, where the dominie made them defile into a shed and ground arms; that is to say, lay down their peats in a heap convenient for domestic use. This was what the dominie called his gymnastic exercises, which, he boasted, combined amusement and exercise with instruction; but a suspicion arising that these gymnastics were nothing more nor less than a Highland device for carrying home the dominie's fuel on an economical plan, an order was issued from head-quarters, that such military instruction should only take place in play hours, and should not be included in the regular curriculum of study."

After giving a rather unfavourable description of the course of education, the writer refers to the ancient institution of the 'birch' or 'tag,' as he calls it, and the manner in which it was applied in his Scottish school. He then adds :—

"At the time of which I speak, it was a rule of faith with all schoolmasters that flagellation was the primary and most important agent in the work of education. 'Spare the rod and you spoil the child,' should have been written over the door of every parochial school. Any boy who entered the portals of my Scotch school with the consciousness of being imperfect in his lessons, left all hope of immunity from the tag behind him. The slightest mistake in spelling, or in saying the Shorter Catechism—that hated Shorter Catechism!—was punished by one or more strokes of the tag on the extended hand. I have seen the order go down the whole class, 'Hold out your hand, sir.' And crack, crack went the tag on our unflinching palms. We knew if we flinched we should get a double dose, and perhaps on another and more sensitive part of the body. I think that I may safely say that a day never passed without a flogging. Two or three times a week the tag was the occasion of a regular scene. This was when some spirited or big boy refused to hold out his hand or untruss. I remember one notable occasion when the master attempted to inflict the 'extreme punishment' on a big ploughman of eighteen or nineteen. There was a regular fight between them; and several times master and pupil went down together on the floor, rolling and struggling with all the desperation of men engaged in mortal combat. Both parties cried on the pupils to come to their assistance; but we small boys were too much alarmed to side with either, albeit our sympathies were decidedly with the ploughman. The result of this combat was highly agreeable to us all. The dominie was laid up for a week with bruised legs, and during that time there was 'no school.'"

The conclusion of the article bears ample testimony to the actual virtues of the Scottish people, and their thirst for education :—

"But notwithstanding the loose and desultory, not to say brutal, system pursued at our school, the pupils of all degrees managed, in some way or other, to acquire a very respectable quantum of knowledge or if not knowledge itself, the groundwork of knowledge. The boys who learned Greek and Latin went to college and took their degrees; the farmers' sons went home to give a higher intellectual life to the society in which their families moved; and the humbler class of scholars carried away with them to the plough's tail, the carpenter's bench, and the smithy, just enough of the rudiments of learning to enable them to cultivate themselves by other study. This fact may seem a contradiction to the picture I have given of my Scotch School. In Scotland, however, bad teaching and a high state of mental cultivation among the masses are quite consistent. The fact is, the middle and lower classes in Scotland have a passion for learning. The dearest ambition of the poor cotter is to educate his children, and if possible to give one, at least, such an amount of schooling as will fit him for a higher station than that occupied by his parent. A poor hillside crofter will starve himself and his family to send one of his boys to college and qualify him for the kirk.

Such boys, however, learn more poring over their books by the humble fireside at home, or out in the fields in the intervals of their farmwork, than at school. They learn under every disadvantage, because they are spurred on by a love of knowledge and a desire to raise themselves. It is this universal thirst after knowledge and intellectual cultivation that gives Scotland so decided a pre-eminence as regards general education. Persons who can neither read nor write are common enough in England, not alone in the country districts, but also in the great towns. I doubt if you could find one such in all Scotland. The classes corresponding to the 'hinds' and 'navvies' of England can not only read and write, but are capable of enjoying literature in its highest development. Our farmingmen at home used to spend their evenings, after their frugal supper of kail brose, in reading the newspapers and discussing the debates in Parliament. Our herd boy taught himself the elements of astronomy out in the fields, while tending the cattle. He was the first to tell me the names of the planets and point them out to me. I taught him in return a little Latin; and I remember, during my last year at college, meeting this herd boy in the quadrangle, arrayed in the red toga. I have since heard that he carried off the first mathematical prize."—*Guelph Herald.*

5. COMPULSORY EDUCATION.

Suggestions have, at different times, been let drop, that it would be an improvement on our public school system, if attendance on the part of children were made compulsory; but they have generally been shadowy and obscure. At one time they have fallen from the judicial bench; at another time they have glided from the glib tongue of the public speaker, while discoursing on political themes; and they have had their counterpart on their reflection in the press. Of discussion there has been scarcely any. And now, the question is raised with a view of action being taken upon it. The Toronto Board of School Trustees have taken it in hand. The question is one of legislation: and if action is to be taken upon it, in any shape, it is desirable that discussion should not lag behind.

We have not the least doubt that it would be a very easy matter to shew that, since the Common School is supported at the public cost, and every tax payer ranked among the contributors, the compulsory attendance of poor children is an admissable and even a necessary sequence. Why raise all those school-houses, and collect all these taxes, unless you compel the objects of your wise and benevolent legislation to enjoy the banquet you spread, at so much trouble, for their entertainment? Is not the logic faultless? This is all very well; but it is only one side of the question, after all. There is a want that precedes the school, and that will not be put off. The children of the poor must be fed and clothed; and some of them must begin, at a very early age, to do something towards obtaining their own subsistence. An orphan, *de père et mère*, finds itself on the street, obliged to beg, or steal, if it cannot work. A poor orphan, forming one of a large family, whose mother is still living, is scarcely in a better position. A poor child with idle or dissolute parents finds its lot not much better. It is all very well to say that these children ought to be at school, while they are in the streets; but we don't see how a compulsory law is to accomplish impossibilities. It will not create the food and clothes they are presupposed to be at the command of the urchins for whose benefit the compulsion would be exercised. If it be true that there are two thousand children in Toronto who do not attend school, there must be among them a large number whose absence arises from the criminal negligence of their parents. But where are you to draw the line? Compulsion must be general, or it becomes arbitrary; and it would well become the legislature to pause before it embraced these twin sisters of tyranny. For, reason as we will, for the law to seize hold of every child in the community, and carry it off to school by force, would be a paternal species of despotism, gratuitously undertaken by the State. The object would be well meant, no doubt; but is it a sufficient excuse for every stretch of authority that you can set up for it the defence that it was dictated by a good motive?

It is one thing to prepare a great public feast, and invite all the world to come and partake of it; and another and very different thing to compel the attendance of reluctant guests. And hospitality of compulsion would not be attempted to be justified on the ground that the preparation of the entertainment had been costly, and that there was enough for all. Necessarily many would have other engagements to fulfil. And, though the social grades are not so numerous or so distinctly marked among us as in other countries, the company, if brought together in this miscellaneous way, might not quite agree. The vagrant child may not be more vicious by nature than other children; but it is almost necessarily so by habit. The fear of contagion would deter many parents from sending their children to sit beside others, from whom they would be in great danger of learning something that it is most desirable they should not learn. We all know how parents would feel on this matter; and it is not necessary to go to despotic governments for examples. The police regulations of Prussia are in many respects very admirable, no doubt; but it is precisely in those in particulars in which no free nation can copy them. That necessity of discussion, which is an incident of free government, precludes some things from being done, which it may be very desirable to do;

just because they lie beyond the range of public discussion. Education becomes a matter of police, the moment you make it compulsory. It is in perfect harmony with the other parts of the Prussian police; but, in spite of its adoption by one or two republican States, it is not in accordance with the genius of free institutions. Ignorance is bad; but is tyranny better? Is it permissible to do a wrong that a good result may be obtained? If the question of compulsory education is to be canvassed, these queries must receive attention.

With us, there is a prior question to be discussed. The stomach takes precedence of the brain. It must first be provided for. If there were among us the same systematic provision for the poor that exists in some of the States where compulsory education is enforced, the question would be much simplified. Even then, it would be no easy task to popularize compulsion; but in the actual state of things, the question of practicability has first to be settled. Let this be done; and the way to the discussion of the other questions will have been cleared.—*Leader.*

III. Papers on Canadian Historical Subjects, &c.

1. HISTORICAL SOCIETY FOR UPPER CANADA.

It has long been matter of surprise to many persons why it is we have not a historical society in this section of the Province. Quebec has long had pre-eminence of the other cities of Canada in this respect. Its Historical and Literary Society dates its origin back to the days when the Earl of Dalhousie was governer of Canada. Since then it has done a good deal to further the objects for which the Society was formed. It has collected many rare and valuable manuscripts and old works, which, but for the fostering care of this society, might have slumbered unknown and unappreciated on the shelves of a private library—if preserved at all. They would have been useless for reference, and of no service to those whose work it is to treat of the history of the country. No one can visit the rooms of the Historical Society in Quebec, without being convinced of the great service it has done to literature in this Province. And not alone are old books and manuscripts preserved—papers on literary and scientific subjects are periodically read before the members of the Society, and published in the "transactions" of the association.

Why should Upper Canada be behind the Lower Province in a matter of so much importance as this? Perhaps this section of the country is not so rich in the materials for such an association. Quebec and its environs for miles around, as well as many other parts of Lower Canada, abound in historical associations and reminiscences. Its mineral resources are greater than ours; and the French people are perhaps more tenacious of traditions than we practical, unpoetical Britishers. This may all be so. But, still, we are not wanting in the materials for a Historical Society. We can point to our battle fields—our Lundy's Lane and Queenston Heights; we are not altogether bare of minerals; and our Flora is sufficiently rich and beautiful for the production of "papers" without number. And our advancement in those material elements of a people'e progress, which form the more substantial portion of its history, has been great indeed. We need, too, an incentive to literary pursuits. We are fast growing into that position when our literature—we use the word in its broadest significance—must become something more than the occasional publication of a story or a few verses of poetry in the columns of a newspaper. Many attempts have been made to establish a purely literary journal in the Province, but all such attempts have hitherto signally failed. The plants have been of tender growth; they appeared to thrive for a time, but the winter's blast came on, and they were unable to withstand them. The day is fast approaching when we must render a better account of ourselves than this in the thorny but pleasant paths of literature.

The earlier works upon the history of Canada—works published two centuries and a quarter ago and never re-printed—are now worth something like their weight in gold; and in a few years they will not be obtainable at all. Some of them are not now. Very few of them can ever be reprinted, on account of their bulk and cost. Of the *Relation des Jesuites* there were only four known copies in the world, before it was reprinted. No amount of money would have purchased this extensive work, if it had not been reprinted at great cost. A single volume of *Sagard*, published in 1636, was sold for $120 at auction, in Canada; and we doubt very much whether the best edition of Lescarbot—that of 1618—be procurable at any price. Is there no object in collecting and preserving from destruction these precious relics of the early literature of Canada? Is it not worth while to learn something of the history, the manners, and the customs of those aboriginal races which are fast disappearing from among us? Their story has been told at great length; but how few, even of literary men, know comparatively anything about it.

Some things may as well be done to-morrow as to-day; and some will not admit of delay. To the latter class belongs the history of a country. Time is every day either absolutely destroying our precious historical materials or rendering them more difficult of attainment. Go to Paris; visit the secondary towns in France; try your luck in the other capitals of Europe, and see what you can do in the way of collecting the earlier works upon Canada. Rise early and go to bed late, and you will look in vain for weeks for some of them, but every week makes the matter worse. Having said this much in favour of some means being taken to collect and preserve among us, Upper Canada, in some place of safety, at least one copy of all procurable works upon Canada, we are not blind to the difficulty of the undertaking. Even where there are unlimited available resources in money, a library of old books cannot be created; the books cannot be had for money. It has recently been remarked by *Blackwood*, that with all the wealth at the command of some of the great American libraries, they are all lamentably deficient. So far as money would procure they have procured books; but here they must stop. Now what is the result? There are hundreds of thousands of important works in Europe of the advantage of which Americans are deprived. But if you have scarcely any means, you are still in a worse position to make a good historical collection. At the same time, if everything cannot be done, it is no reason why something should not be done.—*Leader.*

2. Upper Canada Historical Society.

A meeting of gentlemen was held on the 14th of November, in the office of the Chief Superintendent of Education, Normal School Buildings, for the purpose of organising an Upper Canadian Historical Society. Those present were the Hon. W. H. Merritt, Col. Jarvis, Rev. Dr. Ryerson, J. P. Merritt, Esq., of St. Catharines, George Coventry, Esq., of Cobourg, A. De Grassi, Esq., J. George Hodgins, Esq., Thomas Hodgins, Esq., and Dr. Canniff. Hon. Mr. Merritt was appointed chairman, and Mr. Coventry Secretary. After a good deal of conversation, the opinion of the gentlemen present appeared to be that the Society it is proposed to establish should have for its object the collection of documents and of facts calculated to throw light on the history of Canada. Many families in the Province, it was said, have papers in their possession of great interest and value, which, if not speedily collected, will in all probability be lost beyond recovery. Then there are the old settlers, who from recollection and from the traditions handed down to them, will be able to give information upon many matters now obscure, and it is proposed that gentlemen having a taste for such pursuits shall collect these reminiscences of the settlers and furnish them to the Society. The manuscripts thus obtained would be submitted to a committee of competent persons, and such of them as might be found worthy would be published. Dr. Ryerson mentioned that for some time past he had been collecting books and papers relative to the early history of Canada, and had in his possession one hundred and fifty volumes, some of which were printed early in the seventeenth century. He also said that a portion of the funds at his disposal might legally be appropriated to carry out some of the objects of the Society. He called attention besides to a volume issued from the State Paper Office in London, containing a calendar of documents relative to Colonial affairs, some of which of a very early date, having reference to Canada, it would be desirable to have copied. Reference was made to the proceedings of the New York and Massachusetts Historical Societies, and to the benefit they had conferred by their investigations. One gentleman having objected to the introduction of political matter, it was pointed out that documents furnishing information upon the state of the country could be collected, but that it would not be for the Society to pronounce any opinion upon them. Its duty would be accomplished when they had been placed within reach of those who may aspire to be the historians of Canada. The meeting appeared to be in favour of placing the Society upon as wide a basis as possible, and of securing at least the patronage, if not the co-operation, of the Judges and other learned and influential members of the community. Some gentlemen present were desirous of constituting the Society at once, but a committee was at length appointed to draw up a constitution, and to solicit the co-operation of gentlemen who, as members, would be likely to advance the objects in view. The committee consists of Colonel Jarvis, Mr. De Grassi, Dr. Ryerson, Mr. J. G. Hodgins, Mr. Coventry, Dr. Canniff, and the Editor of *Leader*. The committee will report to a meeting called at their convenience.—*Leader and Globe Report.*

3. Upper Canada Historical Society.

We have given in another column the *Leader's* account of the formation of the above Society, but we cannot allow an event so full of interest and so important in its bearing upon the future of Canada in a literary point of view, to take place without a word of

congratulation on our part. Quebec has alone been ahead of us in this respect, and her Historical and Literary Society has rescued many an interesting literary waif from destruction.

The importance of such services as the above no one can question, and yet they have hitherto been confined to the Eastern section of the Province, which from its more ancient settlement, presents a richer field for enquiry and research. But the time has come when, if we would secure for our future historians authentic materials for their invaluable labors, we must be on the *qui vive*. Our early settlers are fast passing away, and with them many invaluable records and instances of the past—"moving incidents by flood and field," struggles with the Indian, with the various difficulties of a backwoodsman life; and the hasty march to repel the agression of a foreign foe. Many memorials of this kind, oral and manuscript, must be secured very speedily or they will perish forever.

The thought has often occurred to us that in the garrulity of our old grey-haired settlers is contained the disregarded but invaluable germ of the early history of many of our townships; and we cannot but think the collecting of these scattered materials by the local members of this new association a work much to be desired. Yet it is obviously a work which requires much delicacy and tact. It must be gathered slowly and patiently in the guise of friendly conversation, and unless real friendship and esteem for the venerable fore-elders (to use a fine old Saxon term) of the townships, direct and animate the inquiries, there is no small danger of giving offence, and closing one avenue of information forever.—*Cobourg Star.*

4. CAREER OF GENERAL SCOTT IN CANADA.

"The hero who in his youth raised high the reputation of his country in the fields of Canada, which he consecrated with his blood."—*General Order of Major-General McClellan, No.* 19. *Dated 1st Nov.*, 1861.

To the Editor of the Leader.

DEAR SIR,—The above extract from the General Order of Major-General McClellan, issued on the 1st of this month, respecting the retirement of Lieutenant-General Scott from active service in the United States' Army, in which he alludes to the "Fields of Canada," has reference, I presume, to a certain "field" on Queenston Heights, where Lieutenant-Colonel Scott was wounded and made a prisoner, and where the army, of which he was a prominent commander, was most gloriously beaten, and a great portion taken prisoner, by a handful of men, not numbering one-third of the enemy. It is true that the price paid for that victory was great indeed, and the men who then "were in the fields of Canada," many of whom yet survive, have not forgotten the occurrence.

"On the *blank leaves* of an Almanac issued for the year 1813, opposite the 27th April, of that year, in the hand-writing of a late most esteemed officer of the civil government, who then held the office of Surveyor-General, appears the following entry:—"At 7 o'clock this morning the enemy's fleet came to anchor off the garrison, and began firing and landing men. There were 14 vessels. Had about 1,000 seamen and 2,000 troops on board, and carrying upwards of 100 guns. We had to oppose them only 5 guns, 300 regulars, and 208 militia. About 3 in the afternoon they became masters of the garrison. Gen. Sheaffe retreated with the regulars."

The writer of this remembers the American army marching into town, and halting at the foot of George street. Colonel Scott was in command; and it appeared, from the conversation which took place at the time, that the present Bishop of Toronto, Dr. Strachan, was remonstrating with Colonel Scott, who, it was supposed, intended to burn the town, in consequence, as it was asserted, of the blowing up of the magazine, by which act, General Pike, the senior officer who had landed, and a very large number of men were killed. Dr. Strachan's arguments prevailed—the town was *not* burnt!

On page 64 of the Journal of the Legislative Assemby of Upper Canada, for the year 1814, an entry will be found in the following words, or to the following effect, viz.:—"£8,578 1s. 4d. *paid to the American army* on the 29th April, 1813, being the amount in the Provincial chest. This was paid by the Rev. John Strachan, agreeably to the terms of the capitulation."

The Receiver-General, Mr. Selby, died on the 4th November, 1813, and Chief Justice Scott, Judge Powell, the Rev. John Strachan, William Allan, and Duncan Cameron, certify the same to the House of Assembly on the 15th February, 1814, as *necessary to save* the town from *conflagration*. I am yours, &c.,

A LT.-COLONEL.

5. THE FIRST STEAMBOAT ON THE LAKES.

The first steamboat that was ever built on the lakes is said to have been built by the Canadians at Brockville, in the year 1816. She made several trips on lake Ontario during that year, but her principal business was trading on the St. Lawrence river. In the following year another boat was built on lake Ontario, at Sackett's Harbour, intended to ply between Lewiston and Ogdensburgh. But after a trial of a few months, the undertaking was found to be either unprofitable or too much for the powers of the vessel to accomplish, and she afterwards employed ten days in making the round trip of 600 miles. She was 100 feet long and 24 feet wide, measuring 246 tons. The boilers were 17 feet long, and three and a half feet in diameter, with a cylinder twenty inches in diameter, and three feet stroke. The wheels were about eleven feet in diameter, and the capacity of the engine twenty-one horse power. In 1818 the celebrated Walk-in-the-Water was built at Black Rock.—*Buffalo Com.*

6. LECTURE ON THE ACADIANS.

THEIR DISPERSION—THE FUTURE OF THE FRENCH ON THIS CONTINENT—THOUGHTS ON EMIGRATION, ETC.

Mr. Masseras, editor-in-chief of *Le Courrier des Etats Unis*, delivered a lecture on this entertaining subject, in the Bonaventure Hall, on Tuesday evening, Nov. 5th. The lecture was in aid of the fund now being collected in Lower Canada by the Colonization Society, to defray the expenses of the removal of the Acadians, from the dreary, sterile soil of northern Nova Scotia, to the fertile lands of Baie de Chaleur, and the Government roads in the lower counties of this province. There was a large attendance present. Mr. Masseras said that the inspiration which had collected such an audience to a common centre was a noble one, and a reparation and tribute, long dormant, it is true, to the fellow nationality of the Acadians. Two centuries ago, France founded two colonies on this great continent; over both she spread the protecting folds of her white *fleur de lis* banners, and helped them onwards in their feeble struggles to nationality. One grew up vigorous and strong, the other puny and weak, and assailed on all sides, finally succumbed a few years before the white flag went down in the storm of ages; and scattered far and wide, and almost eating the bitter bread of exile away from their kind, the remnants of her people look to their stronger sister for that help and succour they are entitled to, by the bond of a common origin, a common religion, and common laws. Canada, in the hard struggle for existence, has not only preserved her life, she has preserved her nationality, her honor, without which life is worthless; and now in her strength, in this year 1861, must honour Acadia as a sister, must honour her as much as she did in 1604. The circumstances which led to her bereavement are briefly told, and are eloquently narrated in M. Rameau's work. Acadia was three times conquered by the colonists of the Northern States, and three times restored by treaty; and at last embittered by the struggle for that great prize, the fisheries, their opponents determined to remove them, root and branch, from their well-contested country, to make their homes desolate, and to blot out from the map of colonies the very name of Acadia. Accordingly, in all the parishes, on the 10th September, 1755, the Acadians were notified to appear at the respective *chef lieux*, to have communication of an important Government order. Some of the settlers suspected the fell motive, and fled to the woods. The greater number, unsuspicious, and still trusting to the honour of their conquerors, met as notified. They were then harshly told that the Government had determined to confiscate their lands and property, and remove them from the land of their nativity. The order was enforced by the presence of armed soldiery, who quietly surrounded the unsuspecting victims, and made the men prisoners. They were then compelled to give up their property; their houses and crops were burnt before their eyes, and they were marched to the Gaspereau River, where transports lay in waiting to distribute them throughout the British colonies. At the point of the bayonet they were forced on board, and the wail of women and the cries of children greeted night as it fell on their devoted country and added intensity to the flames of their burning homes. Thus was scattered a people, the germ of a mighty nation. It was not exactly Englishmen who committed this foul deed, continued Mr. Masseras; it was the Puritans of the neighbouring States, whose mission, flying from persecution, was to persecute. Much to their chagrin, a remnant of the Acadians clung to their native soil with the tenacity of despair, and as the smoke of the conflagration swept away, crept from the forests and resumed their wonted occupations. They were few in number, and still to this day, as a people, were puny, and needed the protecting hand of fellows to help them on to maturity.

IV. Biographical Sketches.

No. 30.—GEORGE GURNETT, ESQ.

Mr. George Gurnett, Police Magistrate of this city, and Clerk of the Peace for the United Counties of York and Peel, died 17th November, at his residence, very suddenly. On the previous day he had attended to his official duties, in the Police Office, and was apparently in his usual health. At eight o'clock on Saturday night, he was attacked with paralysis, and expired last night at six

o'clock, after a very painful struggle. Before leaving the Police Office, on Saturday, he gave the keys of his private desk to Mr. Andrews, and told him to keep them till Monday; a thing he had never done before, and which would seem to show that he had some indistinct presentiment of his fate. He was in the 70th year of his age. Deceased was grandson of the late George Gurnett, Esq., of Dorking, Surrey, England, who, in his lifetime, was the last known male descendant of the ancient family of Gernet—De Guernet—Gurnet, or Gurnett—as the name has, at different times, been written; a family of Saxon origin, who established themselves in the County Palantine of Lancaster, more than a century before the Conquest; and the heads of which family, for several centuries after the Conquest, were possessed of several baronies and manors of land in, and were Rangers of the Royal Forests for that county. The father of the deceased lived at Horsham, Sussex, before coming to this country. There he carried on the business of tanner. He died at Ancaster, C. W., on the 4th August, 1850. Mr. George Gurnett, the subject of this notice, was, we believe, born while his father lived at Horsham. Several of the family, two brothers at least, as well as the father, came out to this country. George at one time prior to 1827, lived at Richmond, Virginia, and was in business there in partnership with a person of the name of Wallace. While there, he once thought of becoming an American citizen, and even declared his intention to do so; but the intention was apparently never carried into effect, and he came to Canada to live and die under the shadow of the British flag. Early in 1827, he commenced the publication of the *Gore Gazette*, printed at Ancaster. A copy of it is lying before us, bearing date October 18, 1828, and being No. 34 of Vol. II. It is a five column paper, printed on small type, and has, in these days, rather a diminutive appearance. This paper continued to be printed till the beginning of 1830; when, on the 28th of January, a prospectus of the *Courier of Upper Canada*, to be published at Little York, was issued. The new journal, which became the organ of the Upper Canada executive, was published weekly at $4 per annum, exclusive of postage. In early life, Mr. Gurnett set out with very Liberal views; but his opinions moderated, as is generally the case, with years. He was fourth Mayor of Toronto; and afterwards held the same position again. He has long held the office of Clerk of the Peace, and has been Police Magistrate ever since that office was created; having previously been the Alderman, who, above all others, attended to the judicial duties which have to be performed in the Police Office. Though like every other public man in this country, he met a great deal of abuse at one time or another, it is universally admitted that he made an excellent Police Magistrate; his impartiality being above any reasonable suspicion. When he was first elected Mayor of Toronto, it was in opposition to Mr. Washburn; and although a Conservative, he obtained Reform support—an unusual thing when party lines were distinctly marked and tightly drawn. His pretentions were not seconded by the leaders of the party he had served; for they seemed to consider it presumption in him to place himself in competition with one of them. As member of the City Corporation nearly twenty years, Mr. Gurnett paid very close attention to Municipal affairs. The duties of Clerk of the Peace were mainly performed by deputy; and although he continued with unwearied assiduity to discharge the arduous duties of Police Magistrate, there was a general feeling that he had done his share of work, and ought to have been allowed to retire.—*Leader*.

No. 31.—JAMES SAMPSON, ESQ., M.D.

Dr. Sampson was born at Banbridge, in Ireland, according to the Canadian journals, in 1788 or 1790. He matriculated in Trinity College, Dublin, and served his time with an eminent surgeon of that city. He was in London in 1808–9–10, and entered as a student of the Middlesex Hospital. Soon after the establishment of a Military Hospital at Chelsea, under Major General John Burnet, who had previously commanded one of the Military Districts in Ireland, a number of hospital assistants were selected, and among them James Sampson. This was the commencement of his military medical career. Among the Staff Surgeons at York Hospital the young assistant was noted for his earnest devotion to hospital duty, his attention to *post mortem* examinations, and his skill and precision in performing the minor operations in surgery. While performing his duties as assistant in the military hospital, he also continued his attendance at the civil hospital, and perfected himself in all the branches of professional knowledge. His proficiency in operative surgery was of the utmost value to him in the war of 1812, which found him in Canada, an assistant surgeon to the 104th Regiment. In the attack upon Sackett's Harbor, although still a very young man, he was selected to perform all the capital operations upon the wounded, aided by his two seniors, whose familiarity with the operations of surgery had not been so great. And in this, as in every public professional service, he acquitted himself with such distinction as to establish his fame in Canada as a competent and accomplished surgeon.

If Dr. Sampson had continued in the Military Medical Service, and had survived the duties of the Service, he would long since have achieved the high rank of Inspector of Army Hospitals, and could have retired upon an ample pension. But he resigned his commission in the army, and settled down as a medical practitioner in Kingston, where he continued to practise between 40 and 50 years, being at the time of his decease perhaps the oldest resident practitioner in the Upper Province. In Kingston Dr. Sampson at once took up the position to which his high professional attainments and fine social qualities entitled him. He continued to make the practice of his profession the study of his life, and his clear strong masculine judgment was so highly valued that few cases of an obscure or difficult character occurred without his being consulted upon them. His integrity and honor were never impeached, and his life was in a great measure free from the petty professional quarrels and rivalries which embitter the lives of many.

Of his courage, promptitude, and daring, an idea may be formed from his conduct during the American War, when proceeding with a detachment of troops to Penetanguishene. The officer in command of the detachment was sick, and Dr. Sampson planned and himself executed a night attack in boats upon two armed American ships lying in Lake Huron, both of which he captured without losing a man. During the rebellion of 1837 he received the commission of Major, organized a large body of citizen soldiery when the garrison was denuded of regular troops, and put the city of Kingston in such an attitude of defence when she was threatened by a large band of sympathizers, that the attempt upon the town had to be abandoned.

Dr. Sampson has died full of years and of honors, leaving behind him a reputation both as a man and as a physician which few of his compeers can hope to attain. In his early career he kept open house, and probably injured his private fortunes by his liberality. He successively filled the offices of Mayor of the City, Chairman of the Court of Quarter Sessions, and President of the Medical Faculty of Queen's College. He was an Honorary Graduate of the University of McGill College, a member of the Medical Board of the Upper Province, and Surgeon of the Provincial Penitentiary, the duties of which last office he discharged faithfully and efficiently for twenty-six years.—*British American Journal*.

No. 32.—COLONEL McDONELL.

Col. McDonell, of whom we now write, came to this country with his uncle, the late Bishop McDonell, when a mere boy, and before the war of 1812. During that war, then a young man of about twenty years of age, he held a commission as a cadet, attached to the Canadian fencibles, and was present at, and took part in, the battle of Sackett's Harbour. He afterwards entered the service of the late Peter Robinson, and in his interest visited the County of Peterboro', then an uninhabitable wild, in the year 1820, where he may be said to have resided ever since. In 1825, when the Robinson immigration took place, he was appointed Emigrant Agent, and had attached to the post the office of Crown Lands Agent. Many of the early settlers of the County owe much in the way of information and encouragement to Mr. McDonell, while he acted in these capacities. In the year 1834, he was returned to the Parliament of Upper Canada, for the Newcastle District, which included the County of Peterboro'; and in the year 1836, he was again returned, the contest being between him and Mr. Ruttan on the one side, and Dr. Gilchrist and Mr. Conger on the other. He retained his seat during the troubles of 1837–38, and until the election of 1840, when he was defeated by Dr. Gilchrist, and has not since been in public life. He was at the same time superseded in his office of Crown Lands Agent by his successful opponent. Since that time he has not been very actively engaged in public matters. Indeed of late years the infirmities of age have kept him almost entirely confined to the house; but until within a week or two of his death, he retained all his faculties clear and unimpaired, and could dwell with evident pleasure upon the incidents of his earlier life. He occupied for many years the position of Colonel Commanding the Sedentary Militia of the District, and in this position alone has his name been before the public of late years.

V. Papers on Physical Geography.

1. DR. HAYES' POLAR EXPEDITION.

At a public dinner to Dr. Hayes, recently given by the Nova Scotia Medical Society at Halifax, the Arctic explorer made the following allusions to his late expedition:—You have intimated to me, Mr. President, that a sketch of our voyage would be acceptable to the gentlemen who honor me with their courteous attention,

We visited Smith Strait on the 26th of August last year. Heavy ice and stormy gales prevented our penetrating far within the strait, and after being twice in jeopardy among the bergs, and three times driven out of the strait by north-east gales, we were forced to go into winter quarters on the east side of the strait, in latitude 78 degrees 17 minutes south. I expected to have reached the west coast, and to have secured a harbour near latitude 80 degrees. My plans of exploration were dependent upon dogs, of which an ample stock had been obtained in southern Greenland. Most of these animals died during the winter, and I was obliged to take the field last spring with a weak force and in an unfavourable position. I carried with me a boat mounted upon runners, for service in the open sea to the northward. After a trial of nearly a month it was found that the boat could not be transported across the strait, and I accordingly sent it back, and, with three companions and two sledges drawn by dogs, I continued northward. On the 18th of May our provisions were exhausted and we returned, having reached latitude 81 degrees, 35 minutes—a degree of Northing which I believe not to have been exceeded by any other person except Sir Edward Parry. The land which we explored is the nearest to the North Pole of any which is known. Beyond that land I believe there exists a perpetual open sea, which may be navigated. For this purpose, however, steam power is necessary.

It is my purpose to renew the attempt next year, if circumstances prove favourable; and I am still of the opinion that with steam power, a strong force of men and dogs, and a well organized system of advance depots, the North Pole can be reached. That the region about the pole should be explored, you will I think all agree. It has long enough remained a terra incognito. Speaking as one interested in the advancement of science, I may say that I care not under what flag the enterprise may be conducted; whether under that of America, or England, or France, science will claim the honor of the advancement.

The expedition sailed from Boston on the 7th of July, 1860, in the schooner United States, 140 tons burthen, which had its name changed from that of Spring Hill. The plan was to proceed first to Upper Navick, in latitude 72 degrees 40 minutes, there to procure dogs and furs; to leave that port about the end of July, and, proceeding through the middle ice, to reach Smith's Straits about the 15th of August. It was calculated that the first summer would be exhausted in reaching that locality, the winter setting in early in September. From that time till March, 1861, they were to remain inactive; but, on the earliest return of sunshine, sledge parties were to be formed and engaged in making explorations. The objects of the expedition were—

1. To explore further the open polar sea discovered by Dr. Kane, and to determine its limits and character.

2. To complete the survey of the northern coast of Greenland and Grinnell land.

3. To determine important questions relative to the magnetism, meteorology, natural history, and general physical features of the unexplored region north of Smith's Straits.

Mr. August Sontag, whose death we are sorry to see recorded, was an experienced voyager, a highly accomplished artist, and a distinguished man of science. He was engaged in the service of the government on the Mexican expedition, on Dr. Kane's Arctic expedition, and, we believe, on Commodore Perry's Japan expedition.

2. THE BRITISH ARCTIC EXPEDITION.

Captain Parker Snow has given a farewell luncheon to his friends on board the "Endeavour" Arctic discovery yacht, at Gravesend, previously to starting, as he hopes, on his search of the Franklin Expedition. His present plans are to leave Newcastle, where he now is. Here his cause is being warmly taken up—to procure further aid, the means at his disposal being insufficient to avoid the risk of being caught in the ice and having to winter.

About £600 has been subscribed, but not all paid in. With what has been obtained, and from his own resources, the vessel, with everything on board, is ready for the voyage, without any claim to stop her. If more funds are forthcoming to complete what is wanted, then Captain Snow will proceed: if not, he speaks of yielding to the advice of his committee and friends by waiting longer, and trying the route via Behring's Strait. But he is determined to go on if there be any possibility of his doing so, as he is most anxious not to lose this season. His route would be Baffin's Bay on the west side, which is almost sure to be open, thence to hurry on to Beechy Island. Once there, he considers his party safe, for the depot at that place is sufficient in everything useful and eatable to support one hundred men for two years. Should he get to Beechy, and the season be still open, he means to fill up stores and go on to King William's Land, there winter and try to solve the Franklin mystery. Unfortunately he has no instruments, except a few kindly furnished by Mr. Glazier, of the Royal Observatory, by Mr. Johnson, (who is constantly adding to the comfort of the party,) and those he himself possesses. If he gets near the magnetic pole nothing can be done by him, the Admiralty having refused everything asked for.

VI. Miscellaneous.

GOD BLESS OUR SCHOOLS.

TUNE,—*God Save the Queen.*

I.

God bless our public schools,
Their pupils, teachers bless,
Be this our prayer—
Where'er throughout the land,
From lakes to ocean strand,
Our provinces expand,
O plant them there.

II.

God bless our common schools—
Should foes against them rise
Defend them then,
Make them to honour thee,
And may they ever be
Safeguards of liberty,
Nurseries of men.

III.

God bless our public schools,
The throngs of pupils bless
As on they move—
And as they issue forth,
Let them be men of worth—
The working ones of earth—
Their rest above.

—[*Altered from W. A. C. Converse, Esq., Toledo.*

2. THE MAGIC LANTERN, ITS USES AND CONSTRUCTION.

At this season of the year there is no kind of amusement for the long winter evenings more instructive than this ingenious instrument with its appliances. It was formerly used only for exhibiting the grotesque and ridiculous, in a so called magical manner—hence its name—but is now considered of sufficient educational importance to be used in our colleges and schools to illustrate the various branches of knowledge. The magic lantern is remarkable for the simplicity of its construction; and a short description of it will be given explanatory of the manner in which a few magnifying lenses can be so applied as to become an object of interest and instruction. It is a *refracting* optical instrument, and consists of a dark lantern with a funnel or chimney on the top, the funnel being bent for the purpose of intercepting the light in letting out the smoke; it contains a powerful Argand lamp (see engraving Fig. 3), the light from which is reflected by the concave mirror (*e*) upon the convex lens (*c*). This further concentrates the light upon the slides on

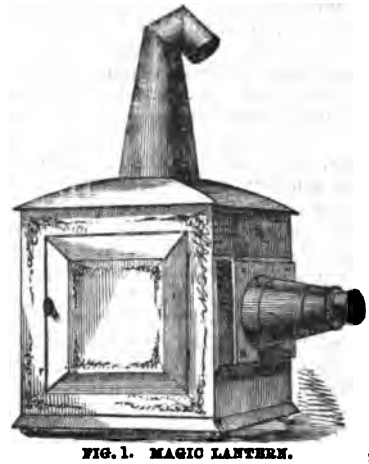


FIG. 1. MAGIC LANTERN.

which the picture is painted, fig. 2. This picture is inserted in an inverted position in the opening (*b*); the rays from the illuminated object then enters a sliding tube *c*, *a*, with a double convex lens at the end of it (*a*) and reproduces the picture on an enlarged scale on the screen (*f*). The sliding tube *c*, *a*, can be adjusted to the proper focus, and by this means the picture can be produced, on the screen, of any desired magnitude. To enlarge the picture, it is only necessary to bring the lens closer to the slides and remove the screen to a greater distance; this will, however, diminish its brightness, as the greater the surface over which the light is diffused, the more faint in proportion, will the picture be.



FIG. 2. SLIDER WITH MAP.

The slides are usually painted with highly transparent varnish on glass; but by the aid of photography, photographic views of the most beautiful description have been prepared for the lantern; some of which can now be procured, with all the necessary apparatus, from the Depository in connection with the Educational Department.

There are two ways of exhibiting the magic lantern: in the first the lantern is placed in front of the screen; in this case the picture is seen by aid of the light which is reflected from the screen, after having been projected upon it by the lantern. Care must be taken that no

light penetrates through the screen, since such light would be lost, and the picture made proportionally more faint. The best sort of screen, in exhibitions of this sort, is one of white paper pasted on canvass and stretched on a frame, or what is still preferable, a white wall may be used with better effect.

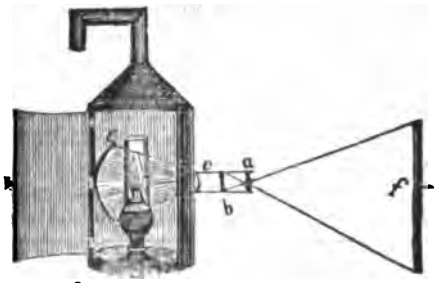


FIG. 3. SECTION OF LANTERN AND SCREEN.

When the magic lantern is used more for amusement than instruction, a semi-transparent screen is the best, the lantern being placed on one side of it and the spectators on the other. In this case it should be made of white muslin or calico suspended from a beam or frame, at a convenient distance from the wall, its transparency being increased by wetting it well with water; or, a transparent screen may be prepared by spreading white wax, dissolved with spirits of wine, or oil of turpentine, over the muslin, this has the advantage of being always ready for use, and can be rolled up without injury.

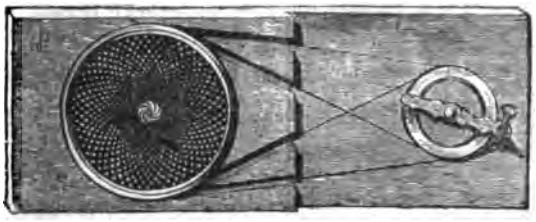

FIG. 4. SLIDER WITH VOLCANIC ERUPTION.

To prepare the lantern for exhibition, the lamp must be furnished with a cotton wick (which should never be used twice), and trimmed in the usual manner. In order to supply the lamp with oil, the reservoir must be removed from the cistern, and a small quantity of oil poured into the latter, so as to cover the hole at the bottom and well saturate the cotton wick. The reservoir should then be filled with the *best sperm oil*, and replaced in the cistern. If 2 oz. of powdered camphor be put into a pint of oil it will add greatly to the brilliancy of the light obtained.

Before using the lantern the lenses should be taken out and wiped, so as to remove any dust or moisture that might be on them; the lamp glass must be also cleansed previous to placing it on the lamp, and the reflector brightly, but very carefully polished.

The lamp having been lighted and a clear light obtained free from smoke, the lantern may be placed at a distance of from eight to ten feet from the screen, according to the size of the lenses; should it not throw a clear and well defined disc of light on the screen, move the lamp a little backward or forward until this is satisfactorily effected, a slide may then be put into the groove and focussed by moving in or out the brass tube until the picture is perfectly clear and distinct.

In addition to the slides given above another very beautiful kind of illustration suitable for the magic lantern is the chromatrope (see fig. 5). The varieties of this kind of slide are endless, showing every combination of waived and curved coloured lines.


FIG. 5. CHROMATROPE SLIDER, WITH RACKWORK.

Dissolving views are exhibited by means of two lanterns. A sliding cover is placed in front of the nozzle of each of the lanterns, and these are moved simultaneously in such a manner, that when the nozzle of one lantern is completely opened, that of the other is completely closed, so that, accordingly as the former is gradually closed, the latter is gradually opened.

It is necessary to make the discs from both lanterns perfectly coincide on the screen—should the edge of one disc show beyond the edge of the other, move the lantern sideways—it being necessary to place one of them at an angle which will vary according to the distance from the screen.

To illustrate the optical effects produced by two lanterns in this way, let us suppose one picture represents a church and bridal party in summer, another picture of the same size with the church and a funeral in winter. If the cover of the nozzle of the lantern containing the summer scene be gradually closed and the other gradually opened, the effect will be that the summer picture will gradually assume the appearance of approaching winter, this change going on until the picture on the screen represents a winter scene, and the procession will undergo a similar change. Many beautiful effects may be shown in this manner, such as buildings illuminated, ships in storm and calm, watermills, falling snow, lightning, rainbows, and other atmospheric phenomena.

The Oxycalcium light is often employed with these lanterns, and *is a great improvement* on the oil lamp. It is produced by a jet of oxygen passing through the flame of a spirit lamp, and impunging upon a cylinder of lime; it is of intense brilliancy, scarcely inferior to the oxy-hydrogen light, at *one-half the expense, and may be used without the slightest danger.*—*(See next page.)*

VII. Short Critical Notices of Books.

—— PRINCE OF WALES' VISIT TO AMERICA.—M. Eusebe Senecal, of Montreal, has re-printed in book form, from the *Lower Canada Journal of Education*, an account of the visit of His Royal Highness the Prince of Wales to America in 1860. This is the most valuable work on the subject that has yet been published. It treats of the early life of the Prince—of his titles, education, travels, &c. It devotes considerable space to the different places visited by His Royal Highness while in this country, and gives valuable historical and statistical information. The chapter devoted to the "importance of Canada and the British North American Colonies, and their future destiny," is replete with valuable statistics in regard to trade and navigation, education, and finance. A reasonable space is also devoted to the "Prince in the United States." There is also an appendix containing some of the best poetry produced to commemorate the event, and several of the addresses and replies which are not embodied in the other parts of the narrative. The book is well bound and printed, and is embellished with numerous wood engravings.

—— MEMOIR OF DAVID SANDEMAN. New York: R. Carter and Brothers.—This is a Memoir of the Life and brief Ministry of Mr. Sandeman, written by the Rev. A. A. Bonar, author of McCheyne's Memoirs. The sketch, drawn by the practised hand of Mr. Bonar, represents a truly lovely character, who at the comparatively early age of thirty two, fell at his mission-post in China. He seems early in life to have been under serious influences, which gradually deepened into his conversion to God and consecration to his service. The cheerful character of his after christian life attracted the attention of others, and it is stated in the memoir by one who knew him well, that "it was the love of Jesus which first put that smile on his face which never left it."

—— WATSON'S WOODS; New York. A. D. F. Randolph.—This book contains a narrative of the experience of Margaret Huntington in keeping school at a place called Watson's Woods. The scene is laid somewhere in the United States; but the exact spot is not mentioned. The story is without plot or special incident, and is quietly told. The lessons of self-control, of personal usefulness, and of religious influence are highly valuable and excellent.

VIII. Educational Intelligence.

—— TORONTO UNIVERSITY COMMISSIONERS.—The Commissioners appointed by Government to investigate the expenditure of the University, have commenced their labors. They are Hon. J. Patton, Vice-Chancellor of the University; Mr. Paton, of Kingston, Queen's College; and Dr. Beatty, Cobourg, Victoria College.

—— UNIVERSITY AND COLLEGE RIFLE CORPS.—We are informed that the first drill of the University and College Rifle Corps took place in the Convocation Hall, University Buildings, on Saturday, December 21st, at three o'clock, when all the members were requested to attend. Arrangements have been made for holding a drill as follows: On Mondays, Wednesdays, and Fridays, at the Gymnasium, Upper Canada College, at half-past seven p.m. On Tuesdays and Thursdays at the Convocation Hall, at four p.m. There will be a general muster every Saturday in the Convocation Hall, at three p.m. Ex-pupils of Upper Canada College are cordially invited to join this corps. Muster rolls may be found at University College, with the President; at Upper Canada College, with the Principal; and with the Vice-Chancellor of the University. The number enrolled is over one hundred.—*Leader.*

—— TRINITY COLLEGE RIFLE CORPS.—A communication was received from the Adjutant-General's department, by Major Denison, commanding

the Trinity College Rifle Corps, desiring to know whether the company was in an efficient state, uniformed, and ready to receive its arms, and intimating that if these conditions were complied with, rifles would be at once supplied. An answer was immediately returned, to the effect, that the company would be fully uniformed and ready to be inspected by the beginning of January. Application was at the same time made for leave to form another company, the present one being limited to fifty, non-commissioned officers and men. It may be added that the corps is in a very efficient state as regards drill, &c., and that the highest enthusiasm pervades the ranks.—*Leader.*

—— LITERARY ASSOCIATION OF VICTORIA COLLEGE.—On the 6th inst., an able and interesting lecture on "The Relation of Religion to Learning; or, The Inadequacy of mere Secular Education," was delivered before the Literary Association of the University of Victoria College, by the Rev. M. Willis, D.D., President of Knox's College, Toronto.—*Cobourg Star.*

—— ST. ANDREW'S SOCIETY, TORONTO.—At the late anniversary of the St. Andrew's Society, Toronto, the Hon. George Brown, in reply to a toast, alluded to the difficulties in the United States, which taught us that there was something more to be done by a great nation than to search for wealth. Other walks in life besides those of traders were to be held in higher respect, and education should be fostered. The common school system of Canada was equal to any other in the world, and the grammar schools and universities were unsurpassed; and by encouragement of education the greater would the country become. Dr. Agnew also proposed as a toast—"The educational interests of Canada"—He said that material progress was not the only thing to which a country should look; and it was found that those nations which most fostered educational institutions were the most advanced in every other interest. (Hear, hear.) Canada possessed an educational system surpassed in excellence by none in the world. From the common system of the land to the universities were to be found all professors and teachers; they were of the highest order, and all too were open to the poor man equally with the rich. (Applause.) The toast was drunk with much applause. Dr. Connon, of Upper Canada College responded. He said that the common school system of this country was similar, in many respects, to that of Scotland; while it was divested of much of the sacred character of the Scotch parish school system, yet, perhaps it was more adapted to the circumstances of the country. Englishmen, Irishmen, and Scotchmen composed the people of the country—and the system suited the mixed character of the inhabitants. They had to make allowance for the prejudices of each other, for they all had prejudices, and it was perhaps right that they should, for men without prejudices were often found to be without principles also. (Hear, hear, and laughter.) He went on to speak of the want of higher schools for females, which he hoped to see soon established. He concluded by remarking that the educational institutions of the country seemed to be in a very flourishing condition. There was one fault, however, which he felt bound to point out. It was the tendency of the people of this country to pull up the plant by the root to see how it grew. This was an evil which he trusted all, and good conservative Scotchmen especially, would strongly set their faces against.

—— CANADIAN LITERARY INSTITUTE.—This institution held its third terminal examination on Monday and Tuesday, Dec. 16th and 17th, which was gone into with great spirit, and proved exceedingly satisfactory. During the term, 102 names were enrolled on the register—70 males and 32 females. These were classified, in reference to religious profession, as follows: 82 Baptists, 14 Presbyterians, 4 Episcopalians, and 2 Methodists. The teachers in the different departments report attendance on their classes as follows: Latin, 39; Greek, 26; French, 28; English Grammar, 77; Ancient History, 4; Algebra, 63; Geometry, 32; Arithmetic, 59; Chemistry, 15; Phisiology, 5; Geography, 33; Drawing, 5; Logic, 19; Reading, 27; and Instrumental Music, 10. The examination of the classes was searching and thorough, manifesting that the amount of work done by the students during the past fourteen weeks, was large and well understood. We cannot but congratulate the public and the friends of this institution on the excellent opportunities here afforded of mental improvement; and it is exceedingly pleasing to see so many young men and young women availing themselves of these advantages of higher education. We heartily wish that Dr. Fyfe, the Principal, and his excellent staff of associates, may long continue to cultivate this field of useful labour; and it must afford them no small satisfaction to see that their efforts have been crowned with so large a measure of success.—*Woodstock Times.*

—— ASSUMPTION COLLEGE, SANDWICH.—We learn from a correspondent in Sandwich, that the Assumption College there is in a prosperous condition. Since October last, when this Institution was confided to the charge of the Reverend Fathers of the Benedictine Order, it has worked its way into public confidence, and secured a large share of patronage. There are already thirty pupils attending daily the lessons on every branch of education given there by the working sons of St. Benedict. A large increase is expected after the Christmas holidays. Our readers are aware that the Assumption College is under the patronage of their Lordships the Bishops of Sandwich and Detroit, who have both recommended it to the sympathy of their respective flocks, and the public at large.—*True Witness.*

MAGIC LANTERNS AND SLIDES.

For sale to the Public Schools at Depository in connection with the Educational Department.

(For explanatory illustrations, see page 186.)

NO. 1. IMPROVED DISSOLVING VIEW APPARATUS. Price $160.—The set includes two Phantasmagoria Lanterns, with lenses 3½ inches in diameter, and very powerful Argand Fountain Lamps and Reflectors for Oil; Oxycalcium Light apparatus, consisting of Fountain Spirit Lamps, India-rubber gas bag pressure board, retort and purifier for making the gas, flexible tube, lime cylinders, &c., gas microscope to attach to Lantern, with 12 sliders; water box; and twenty-seven sliders illustrating the following subjects, viz.:—English views, Snow Storm, Watermill, Bethlehem Star, Snow Village, Soldiers' dream, Ship in Storm, &c., Mosque of Omar, and Niagara.

No. 2. DISSOLVING VIEW APPARATUS. Price $45.—Two Phantasmagoria Lanterns, 3½ inch lenses, with Fountain Argand Lamps and Reflectors, both packed in one box, upon the top of which they can be fixed when required for use.

No. 3. PHANTASMAGORIA LANTERN with 3½ inch lenses and Oxycalcium light apparatus same as No. 1, without microscope or sliders. Price $45.

No. 4. PHANTASMAGORIA LANTERN, 3½ inch lenses with Fountain Argand Lamp and Reflector, and rack and pinion adjustment to the focus tube. Pictures from 2½ to 3 inches shown distinctly 8 to 10 feet in diameter, $17.

No. 5. PHANTASMAGORIA LANTERN without rack and pinion adjustment. Price $15.

No. 6.—MAGIC LANTERN.—3 inch lenses with Argand Lamp and Reflector; of superior construction, $10 50.

No. 7.—MAGIC LANTERN.—2½ inch lenses, with Argand Lamp and Reflector, $7 50.

No. 8.—MAGIC LANTERN.—With Lamp and Reflector, $3 25.

MAGIC LANTERN SLIDERS.

1. 14 inch Astronomical Diagrams on sliders for shewing the position, size and principal phenomena of the solar system; 3 inches in diameter, suitable for lanterns 1 to 6, per box, from $24 to $10.
2. 12 inch Astronomical Sliders, suitable for lanterns 6 and 7, $8.
3. 14 inch Natural History sliders, suitable for lanterns 1 to 6, per box $8 to $12.
4. 12 inch Natural History sliders, suitable for lanterns 6 and 7, per box, $5 50 to $9.
5. 14 inch Scripture History sliders, suitable for lanterns 1 to 6, per set in box, $14 to $18.
6. 12 inch Scripture History sliders, suitable for lanterns 6 and 7, per set in box, $8 to $10.
7. 3 inch sliders of celebrated buildings, English views, Ruins and abbeys, India, China, Arctic Regions, Russian War, Holy Land, Egypt, Missionary Scenes, Natural Phenomena, &c., suitable for lanterns 1 to 6, from $1 50 to $3 75 each.
8. Photographs of Statuary, &c., plain, $1 25 to $1 75 each.
9. Photographic pictures of celebrated places, oil paintings, &c., beautifully coloured, from $2 20 to $3 75 each.
10. Views with moving shipping, &c., suitable for lanterns 1 to 6, $2 25 to $3.
11. Lever and Rack Work sliders, suitable for lanterns 1 to 6. $1 75 to $2 50, each.
12. Chromatropes or artificial fire works, suitable for lanterns 1 to 6, $2 20 to $3 75 each.
13. Robinson Crusoe, set of 6 sliders, suitable for lanterns 1 to 6, $4.
14. 14 inch Amusing sliders, set of 12 in a box, suitable for lanterns 3 to 6, $8 to $10.
15. Moveable comic and other sliders, for lanterns 1 to 6, 55c., to $1. each.
16. Set of 12 Zoological sliders, suitable for lantern No. 6, price $3 60 to $5.
17. Set of amusing sliders, suitable for lanterns No. 8, per box of 12 sliders, $1 to $2 25.

TERMS: For a single copy of the *Journal of Education*, $1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

ADVERTISEMENTS inserted in the *Journal of Education* for 25 cents per line, which may be remitted in *postage stamps*, or otherwise.

All communications to be addressed to J. GEORGE HODGINS, LL.B.,
Education Office, Toronto

LOVELL AND GIBSON, PRINTERS, YONGE STREET, TORONTO.

Supplement to the Journal of Education.

LOVELL'S SERIES OF SCHOOL BOOKS.

OPINIONS ON LOVELL'S GENERAL GEOGRAPHY.

IN view of the promises held out in the Prospectus of this Work and of its pretensions as a standard Educational Text-Book, it appeared to the Publisher desirable that, before actual publication, the Author's labours might have the benefit of the independent opinion of those best qualified to judge how far the object had been attained.

Actuated by these considerations, the Publisher, with the Author's consent, sent out advance or proof sheets to competent persons in various parts of the Provinces, who responded by enclosing in many cases some very valuable suggestions, which were forwarded to the Author, and for which the Publisher tenders his thanks. Attention is requested to the appended Opinions upon the Work which the Publisher has had the satisfaction of receiving from many of those to whom the advance sheets were sent.*

From the Honorable and Right Reverend John Strachan, D.D., LL.D., Lord Bishop of Toronto.

TORONTO, 26*th February*, 1861.

SIR,—I have the honor to acknowledge a copy of your General Geography for the use of Schools, and have read it with profit and increasing satisfaction.

As an elementary work on a subject so extensive, I consider the plan excellent, the matter judiciously selected, and for a text-book surprisingly full and complete. And what in the present times is no small recommendation, it is beautifully got up, and reflects great credit on the press of Canada.

I would farther add, that the book is well adapted to the wants and circumstances of the youth of British North America, and will be far more acceptable from the absence of those political allusions, which so frequently deform elementary school books imported from the United States.

I anticipate for "Lovell's General Geography," with its valuable maps and illustrations, a wide circulation; and were it followed by a series of school books in all respects equally well prepared, importation from abroad would be checked if not superseded.

I have the honor to be, Sir,
Your obedient humble servant,
JOHN TORONTO.

Mr. John Lovell, Montreal.

From the Right Reverend George Jehoshaphat Mountain, D.D., D.C.L., Lord Bishop of Quebec.

QUEBEC, 1*st March*, 1861.

MY DEAR SIR,—I have been so incessantly pressed by occupation since my return from the visitation of the Eastern Townships, that it has been impossible for me to do more than glance my eye, a few times, through the two specimen portions of your publication on Geography, which you did me the favor to send for my inspection. I have, however, seen enough to form a very advantageous opinion of the plan and execution of the work; and I am impressed with the belief that it is calculated to be eminently useful in the Schools of the Province, comprising, as it does, a great amount of varied information which appears to be made accessible and attractive to the youthful mind, and exhibiting a happy and well methodized arrangement of the materials of which it is composed.

I am, dear Sir,
Faithfully yours,
G. J. QUEBEC.

Mr. John Lovell, Montreal.

From the Right Reverend Ignace Bourget, D.D., Bishop of Montreal.

MONT ST. JOSEPH,
MONTREAL, *le* 25 *Mars*, 1861.

MONSIEUR,—Je profite du premier moment libre, qui se présente, pour accuser la réception de votre traité sur la *Géographie Générale* dont vous avez bien voulu m'adresser un exemplaire.

C'est un travail précieux qui fera honneur à votre presse, et rendra un vrai service à l'éducation primaire de nos enfants, qui y trouveront un excellent moyen de s'instruire en s'amusant.

Ce sera donc de grand cœur que je verrai ce livre d'éducation primaire entrer dans toutes nos écoles Anglaises; et pour ma part je me fais un devoir de vous remercier des peines, que vous avez prises, pour enrichir cet ouvrage de tant de recherches vraiment intéressantes.

Je suis bien véritablement, Monsieur
Votre très humble serviteur,
+ IG., EV. DE MONTREAL.

M. John Lovell.

From the Right Reverend Charles François Baillargeon, D.D., Bishop of Tloa, and Administrator of the Diocese of Quebec.

ARCHEVÊCHÉ DE QUÉBEC, 5 *Mars*, 1861.

MONSIEUR,—J'accuse avec reconnaissance, la réception du traité sur la "Géographie Générale," accompagné d'un Atlas, à l'usage des écoles, que vous venez de publier.

J'ai parcouru cet ouvrage avec un véritable intérêt. Il remplit bien son titre. Il me semble même qu'il nous donne plus que son titre ne promet. Il renferme en effet, outre les notions générales sur la Géographie, des tables, des statistiques, et d'excellentes gravures, utiles à tout le monde, mais surtout bien propres à intéresser et à instruire les enfans.

A mon avis donc, comme à celui de personnes capables d'en juger, par qui je l'ai fait examiner, en donnant cet ouvrage au public, vous avez rendu un vrai service à nos institutions d'éducation.

Votre dévoué serviteur,
+ C. F., EV. DE TLOA.

M. John Lovell, Montréal.

From the Right Reverend Joseph Eugene Bruno Guigues, Bishop of Ottawa.

OTTAWA, *le* 26 *Avril*, 1861.

MONSIEUR,—Je vous remercie de la copie que vous m'avez envoyée de la *Géographie Générale* que vous allez publier. Autant qu'il m'a été permis d'en juger par l'aperçu rapide que j'en ai fait, elle m'a paru pleine de connaissances variées, intéressantes, et très utiles à la jeunesse pour laquelle elle a été faite. On ne peut que vous louer de l'avoir conçu en dehors de toute prévention religieuse. Le coloris que vous vous proposez de donner aux cartes, y répandra plus de clarté, et en rendra l'étude plus facile et plus attrayante. Les amis de l'instruction vous seront reconnaissants de cette nouvelle preuve de dévouement aux intérêts de l'éducation, et aux progrès du Canada. J'ai l'honneur d'être, Monsieur,
Votre très-humble serviteur,
† JOS. EUGENE, EV. D'OTTAWA.

M. John Lovell, Montréal.

From the Honorable Mr. Justice Mondelet.

MONTREAL, 26*th February*, 1861.

MY DEAR SIR,—I have given to the perusal of the "General Geography for the use of Schools, with numerous Maps, Illustrations, and Brief Tabular Views," which you have done me the honour to request my opinion upon, as much attention as my multiplied judicial engagements have permitted. I am happy to have it in my power to say, as far as my limited experience goes, that the system Mr. Hodgins has adopted is one which, of all others, is altogether efficient, and no doubt conducive to a clear, easy, and practical teaching of Geography, and in all probability will in most cases ensure success. The definitions indicate a perfect knowledge of the matter; the arrangement throughout shews how proficient Mr. Hodgins is in the science of Geography; the questions without answers to them are a means of working upon the judgment and memory, instead of only calling into action the latter; and the accentuation is a prominent feature in this admirable work. The numerous maps and illustrations will much interest the youth, and greatly facilitate the working out of the system.

I am of opinion that the country owes a debt of gratitude to Mr. Hodgins. As to yourself, Mr. Lovell, the mention of your name is equivalent to whatever might be said in praise of your intelligent public spirit, and industry, in all things connected with the advancement of learning.

Should this humble expression of my estimation of the work you are about to publish be of any use to you, you are at liberty to avail yourself of it.

I remain, my dear Sir,
Respectfully yours,
CHARLES MONDELET.

Mr. John Lovell, Publisher.

* The absence of any opinions from the Right Rev. Dr. FULFORD, Lord Bishop of Montreal, the PRINCIPAL OF LAVAL UNIVERSITY, Rev. Dr. COOK, C. S. CHERRIER, Esq., Q. C., C. DUNKIN, Esq., M.P.P., and other gentlemen, will be noted, but their official position as Members of the Board of Education must of necessity preclude any expression on their part unofficially.

From the Honorable Sir John B. Robinson, Bart., Chief Justice of Upper Canada.

TORONTO, 25*th March*, 1861.

SIR,—I have looked through your "General Geography" for the use of Schools, and am much pleased and surprised by the quantity and variety of information which I find compressed within 100 pages, and presented in a very attractive form. I think Mr. Hodgins will be admitted to have executed his part with much judgment and ability, and that the work will give general satisfaction.

Two things struck me as worth considering. 1st. Whether it would not have been well to have given the latitude and longitude of the principal towns, that the pupils might have been able readily to find them on the Maps. The habit of ascertaining their position in that manner tends, I think, to impress on the mind, more distinctly, a picture of the several locations. There may be a table somewhere in the work, which I have overlooked.*

2nd. In another edition, it would be well, I think, if a page or two more could be given to Canada, in which should be particularly explained the scheme of its territorial distribution, so that boys should become early familiar with the division into *Counties* and *Townships*,† what each word means, and what purpose the divisions respectively are intended to answer.

I have often met with boys, well educated in other respects, who had no idea what a township was, whether it was a tract of ten square miles or a hundred, and who had no notion of the extent of counties. If the Maps are to be coloured, so that the boundaries of the several counties can be distinguished, the end I speak of will be partly answered; but I should like to see information somewhat more in detail respecting our territorial divisions, our municipalities, and educational system, and the population of counties, and cities, and towns.

I am, very truly yours,

Mr. John Lovell, Montreal. JOHN B. ROBINSON.

From the Honorable Mr. Justice Aylwin.

MONTREAL, 27*th February*, 1861.

SIR,—I have examined the specimen of the General Geography, Maps, and Illustrations, which you have sent me, and which you intend shortly to publish under the editorial superintendence of Mr. Hodgins.

It gives me much pleasure to state that the book is one which is worthy of Canada, and that, both as a scientific production as well as a work of art, it is deserving of all praise.

You have my best wishes that this cheap, useful, and attractive publication may be universally adopted throughout the Province, in the instruction of youth, and that your public spirit and enterprise will be adequately rewarded.

I am, Sir,
Very truly yours,

Mr. John Lovell, Publisher. T. C. AYLWIN.

From the Honorable Mr. Justice Badgley.

MONTREAL, 1*st May*, 1861.

DEAR SIR,—Few branches of education are of more practical importance than Geography, and in proportion to its advantages, commendation is deservedly due to any one who improves the means for extending its usefulness. We have hitherto been mainly dependent for a School Atlas upon an English book, which, though perfectly accurate in itself, is upon so small a scale as to try the eye too much in its examinations, or upon an American compilation containing much that is not only unnecessary but offensive to those who are not intended to be American citizens. Your School Atlas, for a copy of which I have to thank you, comprises the accuracy of the English books with the additional advantage of enlarged size, and distinctness of execution, whilst it has none of the national peculiarities of the United States book. I trust that you will find its sale to be as remunerative, as I am persuaded it will be found to be extremely useful not only to our youth but to ourselves, children of a larger growth.

Your obedient servant,
W. BADGLEY.

Mr. John Lovell, Publisher.

From the Honorable Mr. Justice McCord.

MONTREAL, 1*st March*, 1861.

DEAR SIR,—After a careful perusal of your "General Geography," I have much pleasure in recording my opinion that the object of its talented Author, as set forth in the Prefatory Notice, has been very happily accomplished, and that henceforth our Schools will be supplied with a Geography in which the various countries of the world have had a fair and impartial share of notice. As regards *ourselves*, it is the first work of the kind in which the magnificent Colonies of Britain have had justice done them; and we should therefore testify our appreciation of such justice by a liberal patronage.

The views and typography are well executed, and the whole work (the maps, perhaps, excepted) is highly creditable to your well-known establishment.

Wishing you every success,

I am, yours truly,
J. S. McCORD.

Mr. John Lovell, Montreal.

From the Honorable Mr. Justice Morin.

QUEBEC, 25 *Avril*, 1861.

MONSIEUR,—Je recommande avec plaisir la nouvelle *Géographie* en langue anglaise, que vous vous proposez de publier, la considérant comme très utile, et comme étendue et compacte à la fois.

J'ai l'honneur d'être, Monsieur,
Votre très-obéissant serviteur,

M. John Lovell, Montréal. A. N. MORIN.

From Sir W. E. Logan, F.R.S., G.S., Director of the Geological Survey of Canada.

GEOLOGICAL SURVEY OFFICE,
MONTREAL, 1*st May*, 1861.

DEAR SIR,—I have partially examined the advanced sheets you were pleased to send me of your Geography, and it gives me much satisfaction to state that in my opinion the work is well calculated to be of most essential service in that branch of instruction to which it relates. It is a vast improvement upon such works as have heretofore been in circulation in the country, and it is pleasing to observe that you have given to Canada and the British North American possessions generally, of which so little is said in other geographies, that just degree of notice to which by their importance they are entitled.

It is very evident that a great amount of labour and expense have been bestowed on the work. The definitions and descriptions are concise and clear, and the wood-cut illustrations are not only well executed, but most of the vignettes appear to me to be in good artistical taste. The shading of the maps may perhaps be considered rather heavy, but having seen some of the maps coloured, (which they are not in the advanced sheets), I can perceive that by this the shading will be greatly relieved, and the maps rendered much more distinct.

Wishing you every success in your important undertaking,

I am, dear Sir,
Very truly yours,

Mr. John Lovell. W. E. LOGAN.

From the Rev. John Bethune, D.D., Rector and Dean of Montreal.

MONTREAL, 23*rd April*, 1861.

DEAR SIR,—I have looked over your General Geography, a copy of which I received from you some time since. I think the work a very important one as a standard educational book. It reflects very great credit on the Author, and Publisher, and certainly deserves support, in such a very expensive enterprise, from every person who feels an interest in the progress of Canadian educational literature.

I am, dear Sir,
Faithfully yours,

Mr. John Lovell. JOHN BETHUNE.

From the Rev. D. Granet, Superior of the Seminary of St. Sulpice.

MONTREAL, *le* 1*er Mai*, 1861.

MONSIEUR,—J'ai lieu de croire que la *Géographie Générale* que vous allez publier sera un ouvrage agréable et utile tout à la fois.

Les cartes coloriées représenteront toutes choses bien plus distinctement que celles qui ont déjà paru.

Pour moi, je souhaite voir au plus tôt votre consciencieux travail livré au public, qui lui fera, je n'en doute point, en Canada surtout, un bienveillant accueil.

Je suis, avec beaucoup de considération, Monsieur,
Votre très-humble serviteur,

M. John Lovell. D. GRANET.

From the Rev. Charles Lenoir, Director of the Montreal College.

MONTREAL, 24 *Avril*, 1861.

MONSIEUR,—J'ai reçu votre traité de *Géographie Générale* que vous m'avez fait l'honneur de m'adresser.

Après en avoir pris connaissance, aussi bien que de tous les éloges flatteurs avec lesquels il a déjà été accueilli, je ne puis, pour ma part, que vous exprimer ma parfaite satisfaction et vous féliciter pour la publication d'un ouvrage qui fait autant d'honneur à votre presse qu'il doit procurer d'avantages au pays. S'il m'était permis d'exprimer un désir, ce serait, comme on vous l'a déjà témoigné, de le voir publier en français pour l'utilité d'un plus grand nombre.

Veuillez me croire, Monsieur,
Votre très-humble et obéissant serviteur,

M. John Lovell. CHS. LENOIR.

From the Rev. Frère Turibe, Director of the Christian Brothers' Schools in Canada.

MONTREAL, 16*th April*, 1861.

DEAR SIR,—Every schoolmaster has an idea of what a perfect elementary text-book on Geography should be. Your work approaches more nearly to my ideal standard than any other book which I have ever seen. It is a work of prodigious labour, and of conscientious effort at accuracy of statement; and therefore well merits the patronage of the classes of students for whom it is intended. I shall consequently introduce your book into my Schools, and shall, without hesitation or reserve, recommend it to my Brothers in Canada.

I am, &c.,

Mr. John Lovell. F. TURIBE.

---

* The information (so far as the principal cities of the world is concerned) will be found in the explanatory table to the Clocks of the World.

† The Counties and Townships have been carefully given in all the Maps published by the Educational Department at Toronto, for the Schools of the Province.—PUBLISHER.

OPINIONS ON LOVELL'S GENERAL GEOGRAPHY.

From the Venerable Archdeacon Bethune, D.D., Rector of Cobourg.

COBOURG, 26th *April*, 1861.

SIR,—I have to thank you for the transmission of a copy of the "General Geography" which you are on the eve of publishing; and although I have been unable to give it a minute or critical examination, I feel justified in the belief that it will prove a great acquisition to our School literature.

The most prominent facts seem to have been carefully gleaned, with an arrangement that appears to be very simple and lucid. The illustrations and maps are also highly creditable for their variety and execution; and the work in general appears to evince a large amount of industry and ability.

I remain, Sir,
Your obedient humble servant,

Mr. John Lovell, Montreal. A. N. BETHUNE.

From the Rev. J. Hellmuth, D.D., General Superintendent in British North America of the Colonial Church and School Society; and from the Rev. William Bond, M. A., Superintendent for the Diocese of Montreal.

MONTREAL, 5th *March*, 1861.

DEAR MR. LOVELL,—For many years the Society which we represent has been looking, without success, for a Geography which could be recommended for the use of all its Schools. Those we have examined have proved unsatisfactory; not only because of inaccuracies, but also because, amongst other faults, of the cramped and miserable description of our noble Provinces and Colonies which they contained, and of the meagre information which they gave, or rather because they withheld upon that subject so much that is necessary for the instruction of youth, and exhibited a false view of our position and importance on this continent.

It is, therefore, with great pleasure that we welcome your "General Geography," as supplying a want very much felt by us. We have examined it, and we are conscious that we shall be consulting the best interests of the Schools of the Society by endeavouring to introduce the book into every part of our charge. We, therefore, heartily commend it to all our Teachers, and trust that it will meet with that large sale which must be necessary to secure you from pecuniary loss.

Truly yours,

J. HELLMUTH,
Mr. John Lovell, Publisher. WILLIAM BOND.

From the Venerable Samuel Gilson, M.A., Archdeacon of Montreal.

MONTREAL, 15th *March*, 1861.

MY DEAR SIR,—I have examined, with as much care as my time would allow, the specimen copy of your "Geography," which you were pleased to send for inspection.

Having done so, it is with great pleasure that I can speak of the high character of the work, considered as a whole. The information it contains on those subjects which are common to it with other elementary works on Geography is full and correct, while that which refers to British North America is, so far as I know, peculiar to itself, and renders the book better fitted than any other I have seen for the instruction of the youth of these Provinces.

The printing, engraving, and general appearance of the work, would be creditable to the press of any country, and reflects great credit on the enterprise and skill of its Publisher.

I sincerely hope that it may meet with general adoption in schools and private families, not only in order that encouragement may thereby be given to the production of books of this class in our own country, which is much to be desired, but also because its general tone is such as to promote a loyal attachment to the Queen, under whose rule we have the happiness to live, and to the Empire of which we have the honour to form a part.

I remain, my dear Sir,
Faithfully yours,

Mr. John Lovell. SAMUEL GILSON.

From the Rev. Alexander Mathieson, D.D., late Moderator of the Presbyterian Church of Canada in connection with the Presbyterian Church of Scotland.

MONTREAL, 8th *March*, 1861.

MY DEAR SIR,—I have examined with some care the sheets of your "General Geography for the use of Schools".

I approve of the plan of the work. The taste and care displayed in the illustrations demand commendation. The chapter on Astronomical and Physical Geography, though short, is complete, and as introductory to the body of the work must be highly useful. But what I consider chiefly valuable is its adaptation to the Schools of Canada. Hitherto, in the text-books in use, little more than the briefest notices have been taken of the physical features, of the history, and commercial importance, of the British American Colonies, while undue prominence has been given to the States of America. I am glad to perceive that while general information respecting every section of the globe has been equably distributed throughout the "General Geography," the resources and commercial importance of the Provinces of Canada have not been overlooked,—a feature which, with the style in which it has been got up and the lowness of the price, cannot fail to recommend it as a text-book for the use of Schools, and especially of Canada.

The only thing I have to remark that appears to me faulty is, the line-shading of the Maps is too deep, rendering them somewhat indistinct, and which I fear the coloring will not ameliorate. Scotland particularly would have been better to have been more in outline.

Wishing you all success in your patriotic undertaking,

I am, my dear Sir,
Yours very truly,

Mr. John Lovell. ALEX. MATHIESON.

From the Rev. Wellington Jeffers, Wesleyan Minister, and the Elected Editor of the Christian Guardian.

TORONTO, 26th *February*, 1861.

SIR,—I have examined with some care the new Geography, by J. George Hodgins, LL.B., which you are about to publish. A new Geography has become indispensable in our Schools, for there is no really good one, exhibiting the present state of the world, available for general use. Mr. Hodgins has proved himself to be qualified for the task he has undertaken by his admirable Canadian Geography; and I must say that the present work contains numerous proofs of the immense industry of its Author, and of his good taste and judgment in using his materials. A very large portion of every American Geography is taken up with the United States, and the English Geographies give very little space to America, while in all of them Canada is almost entirely overlooked. Mr. Hodgins has shown excellent judgment in giving to each country that amount of space to which its relative claim to attention entitles it. The first thing for which I look in any elementary work for Schools is, that the *definitions* should be clear and well adapted to the purposes of instruction, and in this respect your Geography excels any that I have seen. It contains an immense amount of information, and yet the *style* and *arrangement* are so natural and easy as to prevent any appearance of tediousness and dryness, and greatly to aid the memory. The Tabular Views, without being too extensive, will be found very useful. One of the most valuable improvements is the manner in which the *pronunciation* of geographical names is given. There is no waste of words, no useless matter, and a most cosmopolitan spirit of impartiality in treating of different countries. Too much cannot be said in praise of the mechanical and artistical part of the work. The type is of a judicious size, and very clear; the numerous illustrative engravings cannot be excelled; and the maps especially, besides exhibiting the results of the latest explorations and surveys, have a distinctness in the lines and names that renders them invaluable. I really think that we have reason to be proud of our Canadian Author, and of our Canadian Publisher.

I am, Sir,
Very faithfully yours,

Mr. John Lovell, Montreal. WELLINGTON JEFFERS.

From the Rev. Henry Wilkes, D.D., Congregational Minister.

MONTREAL, 8th *March*, 1861.

DEAR SIR,—The General Geography, prepared by J. George Hodgins, LL.B., Deputy Superintendent of Education for Upper Canada, which you are about to publish as a text-book for the better class of schools,—the advance sheets of which have been in my hands several weeks,—must, in my humble judgment, supersede every other in the Schools of British North America. Complete and thorough in its introductory analysis of Mathematical, Physical, and Political Geography, it begins its description of the earth at the point whence *our* youth should always start, namely, these Colonies of the British Empire. It then passes naturally to other parts of this great continent, and crossing over to Europe brings the pupil into contact with the British Isles on its western confines. I see no lack of attention to the older portions of the earth, of which our former Geographies were wont principally to treat, but it is manifest that youth trained with this text book will not be, as were the students of a former generation, well read it might be in relation to the Old World, and to the Atlantic shores of this continent, but sadly ignorant of the magnificent possessions of Her Majesty which form no mean portion of North America.

The pictorial part of the work deserves special mention. It must greatly add to its value as a text book in families as well as in schools. The Maps, though necessarily restricted in size, are very distinct. Intended, as you announce, for Schools, it appears to me to be also a highly valuable contribution to a pleasant and less formal family instruction in Geography.

I know not that my opinion of a school book, highly favourable as it is in this instance, can be of much value, for the practical teacher must always be the best judge of its qualities; but I confidently anticipate for this and your other school books that large demand that will indicate the high appreciation of the profession. Wishing you success in the preparation and issue of the "Series of School Books,"

I am, yours respectfully,

Mr. John Lovell, Publisher. HENRY WILKES.

From the Rev. Dr. Wood, General Superintendent of Wesleyan Missions and late President of the Wesleyan Conference in Canada.

TORONTO, 4th *March*, 1861.

SIR,—Having carefully examined "Lovell's General Geography, by J. George Hodgins, LL.B.," I have no hesitation in pronouncing it superior to any work of the same character and size extant. We have all mourned over the bad taste and disparaging sentiments which are to be met with in a work of this nature until now very generally used in the North American Provinces, as upon the whole being the best and cheapest accessible to our youthful students. Mr. Hodgins has not only avoided this breach of national charity, but he has acted with fidelity and impartiality to other portions of the human family who share in the possession of this magnificent world. The amount of knowledge put into these 100 quarto pages is truly amazing, while the number and accuracy of the maps, the expressiveness and beauty of the wood-cut illustrations (some of them really being splendid specimens of the art), and the correctness and clearness of the typographical part of the work render it a valuable addition to our colonial literature, and give to it a very attractive appearance. I hope the large outlay of the enterprising Publisher (the Rivington of Canada), and the labour and diligence of the gifted Author, will be amply rewarded by the book finding its way into every National School between Newfoundland and British Columbia.

Yours truly,

Mr. John Lovell, Montreal. ENOCH WOOD.

From the Rev. A. F. Kemp, Minister of the Presbyterian Church of Canada.

MONTREAL, *27th February*, 1861.

MY DEAR SIR,—I have carefully looked over your "General Geography," sent me for inspection, and feel exceedingly gratified that a work of such manifest excellence is about to be issued from a Canadian press.

As a Text-book for Schools, your Geography is, without question, greatly in advance of all others that have yet been presented for public use in this country, and cannot fail to prove a great boon to both teachers and scholars.

The prominence which it gives to Canadian geography, and generally to that of the British American Provinces, are features entirely new in our text-books, the want of which has long been felt and complained of by teachers and parents.

To the departments of Physical Geography and Natural History, I am happy to find your able Author has given that place which their importance justly demands. The statistics of population and of other matters of interest which are arranged under the several countries, in tabulated form, in so clear and admirable a way, are in my judgment of the greatest value.

The numerous maps and wood-cut illustrations of the important cities and places of public interest in the world, are, for their accuracy, beauty, and vigour of execution, all that could be desired in such a work.

Your General Geography will, I trust, become one of our National School-Books, and meet with such success throughout the British Provinces as to induce you to publish other works of educational literature in a like complete and beautiful form.

I am, yours very sincerely,

Mr. John Lovell. ALEXANDER F. KEMP.

From the Rev. Canon Leach, D.C.L., LL.D., Incumbent of St. George's Church, and Vice Principal, Dean of the Faculty, Molson Professor of English Language and Literature, and Professor of Moral Philosophy and Logic in the University of McGill College.

MONTREAL, *19th April*, 1861.

MY DEAR SIR,—Your work on "Geography" supplies a want which teachers, and all, I believe, who in Canada take an interest in the education of the young, have long felt and complained of. It was not a creditable thing in the educational system of the Province, that in the geographical books commonly used, Canada should be all but ignored,—a fact that must have had an unfavourable effect upon the young, in those respects especially in which it is extremely desirable that school books should have an opposite tendency.

The attractive form in which the matter of your "Geography" is presented must also be a strong recommendation of the work.

I am, my dear Sir, yours truly,

Mr. John Lovell. WILLIAM T. LEACH.

From the Rev. Jonathan Shortt, D.D., Rector of Port Hope, in the Diocese of Toronto.

PORT HOPE, *27th February*, 1861.

DEAR SIR,—Having received from you the advance sheets of your 'General Geography,' I take an early opportunity of thanking you for them, and beg leave to express the very great pleasure it gives me to witness the judicious enterprise with which you cater for the school requirements of our rapidly rising Province.

I have long wished to see just such a Geography as you are publishing,—so suited to our peculiar circumstances as a Province of the British Empire. The old country books do not do us justice, and the United States Geographies are altogether calculated for their own meridian. Mr. Hodgins has displayed much ability in his work. It is brief, but comprehensive: "without overflowing, full." Giving the pronunciation of the names is an excellent idea. The Maps are wonderfully clear for wood-cuts, and though necessarily small, are very convenient, from being placed in the same book as the letter-press. The illustrations are very superior to any I have seen before in books of the kind. They are very well selected in their subjects, and must greatly tend to make the learners take a lively interest in the task before them. I am glad to find that the Maps will be colored, for otherwise even the clear manner in which they are engraved would still leave something to be desired. Considering the great expense you must have been at, in a work so profusely illustrated, the price at which you put it is very low, and will, I trust, ensure you a remunerating extent of sale.

In your object of meeting the requirements of the country in this Geography, I think you have completely succeeded, and you must be considered in the light of a public benefactor.

Heartily recommending your "Geography" to every school and every private teacher in the Province, and wishing you all the success in your undertaking which you so highly deserve,

I remain, dear Sir, very truly yours,

Mr. John Lovell, Montreal. JONATHAN SHORTT.

From the Rev. Robert Irvine, D.D., Minister of Knox Church.

HAMILTON, *26th April*, 1861.

DEAR SIR,—I duly received the advance sheets of your "General Geography." I consider that the Province is placed under a deep debt of gratitude to you for this spirited and successful enterprise. I am persuaded the work must ultimately become as popular as it is deserving. We wanted such a school-book, and I believe your Geography fully and completely fills the blank. The whole plan, order, and execution of the work, as well as the low price at which it is proposed to offer it, render it a most excellent and in all respects suitable school-book. Wishing the work as extensive a circulation as it merits,

I am, yours truly,

Mr. John Lovell, Montreal. R. IRVINE.

From the Rev. William Snodgrass, Minister of the Presbyterian Church of Canada in connection with the Presbyterian Church of Scotland.

MONTREAL, *15th March*, 1861.

SIR,—I do not profess to have examined minutely all the advance sheets (100 pages) of your "General Geography" for the use of Schools, which you kindly sent me, nor am I competent to test sufficiently the accuracy of their contents, but it affords me pleasure to say that I think the plan of the work a remarkably good one, greatly calculated to facilitate the work both of the teacher and student of geography. Such portions as I have paid particular attention to, appear to me to be very accurate, considering the diversity and fulness of the information furnished, and the vast amount of labour which must have been incurred by the selection and arrangement of it. The course you have adopted of extensively submitting the work to competent judges throughout British North America, and soliciting corrections, before going finally to press, is an assurance of your aim and anxiety to provide as perfect a Geography as can be furnished. Your Geography is, I believe, the only one that does anything like justice to British North America, and I hope this will shortly be proved to your satisfaction by its extensive circulation in the schools and families of your fellow-colonists.

Yours truly,

W. SNODGRASS.

Mr. John Lovell.

From the Rev. J. Ellegood, Incumbent of St. Stephen's Church.

MONTREAL, *25th March*, 1861.

MY DEAR SIR,—I have much pleasure in acknowledging the receipt of your "General Geography." A cursory inspection of its contents has afforded me great satisfaction. The want of such a Geography has long been felt, one that will give to our Colonies such prominence as their increasing importance demands. This desideratum you have supplied in a manner which must commend itself to a discerning and appreciative public. An enterprise of this nature, undertaken to meet what may be considered a great national want, deserves to have extended to it such encouragement as its importance merits, and in this case both Author and Publisher are entitled to a large meed of praise, the one for his enterprise and patriotic spirit, the other for the care bestowed upon its compilation and arrangement. The work under review seems to merit the highest commendation.

I am, my dear Sir,
Yours truly,

J. ELLEGOOD.

Mr. John Lovell.

From the Rev. Charles Bancroft, D.D., Incumbent of Trinity Church, and Honorary Canon of Christ Church Cathedral, Montreal.

I have examined with great interest the advance sheets of "Lovell's General Geography," and believe the work to be better adapted for use in our Schools than any publication of the kind with which I am acquainted. It will become a necessity in our Seminaries of Education, and, with the Canada Directory, will bring honour to the Publisher and the country, of which, by his enterprising and self-sacrificing spirit, he has rendered himself a distinguished ornament.

CHARLES BANCROFT.

Montreal, 25th April, 1861.

From the Rev. E. J. Rogers, Chaplain to the Forces, and Secretary to the Church Society.

MONTREAL, *23rd April*, 1861.

MY DEAR SIR,—I have carefully looked through the advanced sheets of the "General Geography" which you are about to publish, and have been much pleased with its general arrangement and illustrations.

The fairness and impartiality with which the different countries are described will commend it to general use, and I believe that its introduction into the Schools of this continent will greatly promote the acquirement of sound and correct information in this branch of education.

Wishing you every success in your undertaking,

Believe me, yours truly,

EDWD. J. ROGERS.

Mr. John Lovell.

From the Rev. William Scott, Wesleyan Minister.

TORONTO, *1st May*, 1861.

MY DEAR SIR,—I received the advance sheets of "Lovell's General Geography," at an early period of the current year, and then gave them a careful examination. The plan, and manner of execution, are both admirable. The amount of information given, and mode of its arrangement, evince great research and good taste. I have long been of the opinion, that we in Canada, ought not to depend either on England, or the United States, for our School Books. The School Geographies of the United States especially, do not meet our wants, and are in many respects objectionable. Your enterprise supplies a desideratum, and will, I am persuaded, receive the approbation of parents and teachers throughout this great and growing country. You are entitled to the warmest thanks of all who are interested in the improvement of our educational literature, for this additional proof of your zeal to promote the cultivation of native talent and Canadian industry.

Yours very truly,

WM. SCOTT.

Mr. John Lovell, Publisher, Montreal.

OPINIONS ON LOVELL'S GENERAL GEOGRAPHY.

From the Rev. James B. Bonar, Minister of the American Presbyterian Church.

MONTREAL, *5th March*, 1861.

DEAR SIR,—I have examined with some care the advance sheets of your "General Geography for the use of Schools." It seems to me just what is needed, suited to the requirements of the country in its matter, form, and price. It is decidedly superior to the Geographies found in general use in the Schools of Canada. I sincerely trust that your enterprising efforts may be generally appreciated, so that you may be encouraged to continue the publication of other educational works suited to the wants of the country.

Very sincerely yours,

Mr. John Lovell. JAMES B. BONAR.

From the Rev. William Stewart Darling, Minister of Holy Trinity Church,

TORONTO, *1st March*, 1861.

MY DEAR SIR,—I have looked over the advance sheets of your "General Geography," which you were kind enough to send me, and I think the publication of the work ought to be regarded as a matter of sincere congratulation to the country at large. The arrangement of the book appears to me to be excellent; the information conveyed is well selected and condensed. I find, on careful examination of several of the Maps, that they are unusually full and correct, and although at first sight they appear somewhat indistinct, that seeming defect will disappear on the application of color.

Altogether the great and unquestionable superiority of your book over any other of a similar kind in general use in the country, cannot fail, I think, to secure its success, and I sincerely trust that it will speedily supersede the American Geographies, which lead the children unconsciously to suppose that the United States make up about seven-tenths of the whole habitable world. I shall be very glad to promote, in any way that lies in my power, the circulation of your valuable book.

Very sincerely yours,

Mr. John Lovell, Montreal. W. STEWART DARLING.

From the Rev. John M. Brooke, D.D., Chaplain to the Legislative Council of New Brunswick.

MANSE, FREDERICTON, *7th March*, 1861.

DEAR SIR,—I have very great pleasure in expressing the highest approbation of those specimens of your "Geography," which you have kindly submitted to my inspection.

Where all is excellent it is difficult to particularise, but I may state that I consider the introductory part deserving of especial commendation. The sheet, exhibiting, at a glance, the corresponding time in the principal cities of the world; the various astronomical diagrams; the definition of terms, at once brief and clear: all are calculated at once to aid and to interest the young student in a higher degree than any text-book on the same subject with which I am acquainted.

To the inhabitants of the British North American Provinces your publication must at once commend itself, as contrasting favourably with certain other books, hitherto much used in our Schools, in which these Provinces occupy a very subordinate place indeed.

On all these grounds, and many others I might mention, I hope your Geography will soon find its way into all our Seminaries of Education, and that thus there may be such a demand for it as will remunerate you for the labour and expense which you must have incurred in its preparation.

I am, yours truly,

Mr John Lovell, Montreal. JOHN M. BROOKE.

From the Rev. John Carry, B.D., Incumbent of the Mission of Woodbridge, in the Diocese of Toronto.

WOODBRIDGE, *1st March*, 1861.

MY DEAR SIR,—I regret not having been able to give you my impressions respecting your Geography ere now, but for many weeks I have been so much from home that I could scarcely find time to write a page.

I have not only looked through the whole work, but I have carefully read large portions of it: and to say I am very much pleased with it would very faintly convey my sense of its excellence. I am really delighted that at last a School Geography, almost perfect, is provided for the youth of the British North American Provinces.

I would note the points that have struck me particularly, as: 1. The convenient form of the book; 2. the clear and beautiful typography (the maps when colored will doubtless be no exception); 3. the very convenient headings of paragraphs in heavy type; 4. the omission of detailed boundaries, which can be best learned from the map, and the consequent saving of space; 5. not only the amount of valuable matter thrown into *tabular* form, but the unusual clearness of its arrangement. The Tables are really a most serious improvement upon ordinary books; 6. the work is also advantageously distinguished by the prominence which is given to Physical, as distinguished from Political, Geography; 7. but what gratifies me most is, I confess, the interesting fulness of detail in all things relating to British North American possessions. The Author has wisely judged that it is more useful, and certainly more agreeable to children, to be made thoroughly conversant with the Geography of their native land than with that of Foreign countries. The educators of other nations have all along seen and acted upon this fact. Canadians have hitherto but dimly recognized it. *I see, Sir, in your Geography a mighty, an inestimable contribution to the loyalty of these great Provinces.* And lastly, the spirited, accurate, and numerous engravings must make it a real favorite with our children.

Wishing your generous enterprise all the success which it so richly merits,

I am, my dear Sir,
Yours very truly,

Mr. John Lovell, Montreal. JOHN CARRY.

From the Rev. H. J. Borthwick, A.M., Principal of the County of Carleton Senior Grammar School.

OTTAWA, *1st March*, 1861.

DEAR SIR,—I am in receipt of your communication of the 31st January last, and also of the advance sheets of your forthcoming work on Geography. I have delayed writing this so that I might have the more time to examine the book thoroughly. When the work was announced some time ago, I looked anxiously forward to its appearance, believing that from the well-known character of its Author and Publisher, something would be produced worthy of our rising Canadian literature. I have not been disappointed. Your book is all that can be desired, and after a thorough examination I am convinced that, from its merits, it will *at once* be adopted in all our schools. I have been teaching for fifteen years in Canada, and have found such a text-book to be the great desideratum. Then, no doubt, all foreign works will be at once driven from the field, especially "Morse," which, though excellent in plan and a very teachable book, is, nevertheless, very ill adapted for our Canadian youth. Your Geography is a marvel of cheapness,—admirable in plan,—and a fine specimen of what can be done by an enterprising and liberal publisher. We shall at once introduce it into our school, as its want has been long felt. Wishing you much success in your patriotic endeavours to supply the youth of our country with cheap and proper text-books,

I am, yours respectfully,

Mr. John Lovell, Montreal. H. J. BORTHWICK.

From the Rev. S. S. Nelles, M.A., President of Victoria College.

UNIVERSITY OF VICTORIA COLLEGE,

COBOURG, *11th March*, 1861.

SIR,—I have examined (as far as time would permit) the advance sheets of the new "Geography" which you are about to publish, and have much pleasure in recording my very high estimation of both the design and execution of the work.

Some publication of this kind has long been needed in this country, and every Canadian will rejoice that so admirable a supply has been provided to meet the existing want.

It is my intention to adopt at once this Geography as a text-book in the Grammar School department of this Institution, and I have no doubt that it will soon win its way into general use in all our Schools.

Aside from the great merits of the work itself, the fact of its being a Canadian production should induce a generous encouragement on the part of the public.

I have the honour to be, Sir,
Your obedient servant,

Mr. John Lovell, Montreal. S. S. NELLES.

From the Rev. I. B. Howard, Wesleyan Minister.

3 WAVERLY TERRACE,

MONTREAL, *27th February*, 1861.

SIR,—I have carefully looked over the advance sheets of your forthcoming "General Geography," and have great pleasure in giving it my unqualified commendation as a work which has long been a *desideratum* in our Canadian schools; and as vastly superior to any other publication of the kind with which I am acquainted. The classification appears to be faultless, the definitions concise and lucid, and the information given in regard to the derivation and pronunciation of proper names is very valuable. It is indeed *multum in parvo*, and will doubtless become the standard Geography of our schools.

I am, Sir,
Yours truly,

Mr. John Lovell. I. B. HOWARD.

From the Rev. J. Gilbert Armstrong, M.A., Chairman of the Board of Public Instruction in the County of Prescott, and of the Grammar School Trustees; Local Superintendent of Schools, &c.

I have carefully examined "Lovell's General Geography." The work does very great credit to both Publisher and Author. It displays no ordinary degree of ability, industry, taste, and perseverance. A book of this kind is very much required in this country; and affords information regarding the Colonies which no doubt will be appreciated by old country residents. I shall be most happy to recommend it to the schools in my superintendency, as well as to heads of families, and hope it will be patronized as extensively as it deserves.

J. GILBERT ARMSTRONG.

HAWKESBURY, C. W., 25th February, 1861.

From the Rev. John Cordner, Minister of the Unitarian Church.

MONTREAL, *8th March*, 1861.

DEAR SIR,—I have looked attentively through the "General Geography," which seems to me well adapted to its purpose. Designed for use in British America, it gives a proper proportion of its space to this country. Its method is admirable, the details being at once copious in information and concise in statement. The Maps and Illustrations greatly enhance the value of the work, as attractive helps to the young learner. When it comes to be known by the public, I should think it must command a very extensive, if not universal, circulation in the Schools of British North America.

Yours truly,

Mr. John Lovell. J. CORDNER.

OPINIONS ON LOVELL'S GENERAL GEOGRAPHY.

From the Very Reverend William Leitch, Principal of Queen's College.

KINGSTON, 29*th April*, 1861.

SIR,—The plan of your School Geography is excellent and I hope it will meet with the success it deserves.

I am, Sir, yours obediently,

Mr. John Lovell, Montreal. W. LEITCH.

From the Rev. A. J. Parker, Congregational Minister.

DANVILLE, C. E., 26*th February*, 1861.

DEAR SIR,—It gives me pleasure to know that you have undertaken the publication of a series of Canadian school books. Our country has extent, importance, and population quite sufficient to warrant the measure. We are not parcel, either, of "the old country," or of "the United States." Our physical geography is distinct; our population, diversified in its origin, has in Canada its home. Our civil, educational, and religious institutions should be, must be, Canadian, and ought so to be represented. This country has facilities for producing school books superior to any on the American Continent. Possessing the best productions of scholars and educators in Great Britain, and the United States; having liberty to adopt, incorporate, or amend, without infringement of copyright, Canada ought to furnish text-books in science superior to anything extant. And it is time that she should know and tell what place she occupies in the world. I am happy to witness so fair a beginning in this enterprise. So far as I can judge "Lovell's General Geography" is well adapted to our Canadian schools.

I could desire a more extended list of map questions, in order to guide teachers, and fix attention of pupils more fully. With that improvement I should predict its general adoption in this section.

Yours truly,

Mr. John Lovell, Montreal. A. J. PARKER.

From the Rev. Abraham de Sola, LL.D., Jewish Minister, and Professor of Hebrew and Oriental Literature in the University of McGill College.

MONTREAL, 11*th March*, 1861.

MY DEAR SIR,—I have carefully examined your new "General Geography," through the advance sheets you were good enough to send me, and do not hesitate to pronounce it, so far as my humble, and I trust impartial judgment is concerned, the very best work of the kind I have ever seen. I happen to know that the quarto Geographies published in the United States, and so extensively used here, are especially objectionable to friends of Canadian education, as they instil into the mind of the young student views of the government and institutions of the land he lives in, as well as of the parent country, incompatible as they are undesirable. The short, dry, and most incorrect notices of the British North American possessions in the Geographies referred to, have also proved, and justifiably so, a serious cause of objection. This deficiency is fully and satisfactorily supplied by Mr. Hodgins in your new work, and without depriving the neighbouring republican states of their due prominence. For this alone your spirited efforts should be—as I am sure they will be—gratefully acknowledged and warmly supported by parents and teachers in Canada, nay, by the Government also, for it certainly cannot look uninterestedly on the successful completion of a work all must view as of *national* benefit.

I must sincerely congratulate you on the mechanical as well as the literary execution of the book. No existing work can be held to excel it, and not only the Metropolis but even the Eastern Townships of Canada may be proud of the evidences of artistic talent which Messrs. Barlow & Walker, of Montreal, and Mr. Hunter, of Stanstead, have afforded in their Maps and Illustrations.

I have specially examined the chapter on Asia, and find the notice of that most interesting continent of a much more satisfactory character than is generally given in School Geographies. It is pleasing to see that the Bible student has not been overlooked, and the Map of Palestine, in a two-fold aspect, on page 99, cannot but be regarded as a valuable addition acceptable to all.

Regarding the work in the very favorable light I do, I sincerely trust you may, as a result of your labors and outlay, have the satisfaction of finding your enterprise appreciated as it deserves. With the assurances of my own thankfulness,

I am, my dear Sir,
Yours truly,

Mr. John Lovell. ABRAHAM DE SOLA.

From the Rev. Samuel D. Rice, Wesleyan Minister.

HAMILTON, 16*th April*, 1861.

DEAR SIR,—I have looked over your "Geography" with such an amount of attention as I could give. I admire its arrangement very much. With such brevity as was necessary to the plan pursued, its fulness on all the subjects connected with Geographical study is remarkable. It is most gratifying that Canada is not only preparing her own school books, but that, as in the case of the "Geography," they are of so high an order of merit. A few omissions supplied, I feel confident, would make it a most popular text-book in Eastern British America, and even as it is, I do not think there is any work of this kind in use in New Brunswick, Nova Scotia, or Prince Edward's Island, at all comparable to the one you are now publishing.

I am, dear Sir,
Yours very truly,

Mr. John Lovell, Montreal. S. D. RICE.

From the Rev. Henry Patton, Rector of Cornwall, and Rural Dean of Johnston.

CORNWALL, 26*th April*, 1861.

DEAR SIR,—As far as I have had leisure, I have examined the advance sheets of your "General Geography," and I consider it in many respects a decided improvement upon the Geographies commonly used in our Schools.

By the prominence given to our own, and the other Colonial possessions of Great Britain and the due proportion of space assigned to other countries it is much more suitable for the use of our Canadian youths than Morse's and other similar Geographies which give such undue proportions of space to the United States.

I cannot however say much in commendation of your Maps, as they are at present too indistinct and confused to be readily consulted. This defect may however be remedied to some extent when the maps are coloured.

I remain, my dear Sir,
Yours truly,

HENRY PATTON.

Mr. John Lovell, Montreal.

From the Rev. C. P. Reid, M.A., Minister of the Church of England.

SHERBROOKE, 24*th April*, 1861.

DEAR SIR,—I have to thank you for the advance sheets of the new "General Geography" which you are about to publish, and which has long been needed.

Until your book shall be in the hands of our youth, the only notice so far as I am aware, that our growing country, one of the finest in the world, and likely soon to be one of the most important, has obtained in works on General Geography, is only what can be crowded into some half dozen pages of some small book.

This has long been felt to be a most serious evil in more ways than one, and we cannot feel too much indebted to you for the remedy that your enterprise has supplied.

The plan of arrangement followed seems to me, upon the whole, as judicious as any that could be adopted; and my little daughter thinks that the pictures with which it is illustrated, especially those of the animals, are very beautiful.

Yours very truly,

C. P. REID.

Mr. John Lovell, Montreal.

From the Rev. A. Carman, M.A., Principal of the Belleville Seminary.

BELLEVILLE SEMINARY, 16*th March*, 1861.

DEAR SIR,—In my opinion your "General Geography" is a most valuable contribution to our School literature. With three of its characteristics I am especially pleased, viz:—1st. The succinct, yet comprehensive, statement of the astronomical relations and physical features of the earth, with which it opens; 2nd. The presentation of each lesson in topics, and their scientific arrangement; 3rd. The minute and extensive information given concerning our own country, our sister Provinces, and indeed the whole of the great Empire, to which it is our boast to belong. The aids to pronunciation, the statistical tables, and the remarks on the physical features of the different countries, must also be continually acceptable to both teachers and scholars, as well as profitable to the general reader.

This Geography—without controversy the best yet given to the British American public—will do much toward exalting the popular estimate of this branch of study, and fostering the patriotism and loyalty of our people. I sincerely hope that you and the judicious Author, Mr. Hodgins, will quickly find your well earned reward and encouragement, in the liberal patronage of the Canadian public.

Yours very truly,

Mr. John Lovell, Montreal. A. CARMAN.

From the Rev. Hugh Urquhart, D.D., Minister of the Presbyterian Church of Canada in connection with the Presbyterian Church of Scotland.

CORNWALL, 25*th April*, 1861.

DEAR SIR,—I owe you an apology for my tardiness in acknowledging the receipt of the advance sheets of your forthcoming "General Geography," and in responding to the communication which accompanied them, I beg to assure you, however, that my tardiness did not arise from any reluctance or unwillingness to unite my testimony with that of others, in favour of your praiseworthy undertaking. I have long regarded your generous and persevering efforts to bring forward a class of elementary books for our youth,—stamped with a national character and spirit,—as laying the country under a debt of gratitude to you. Your Geography, so far as I have been enabled to examine its structure and varied details, is framed with a view to the same wholesome and needful end. And while it does credit to your enterprise, and to the skill and talent of the accomplished Author, I doubt not but that it will be hailed by every intelligent teacher of youth, as well as by a grateful community, as a boon much-needed and well-timed,—calculated at once to save the minds of our youth from improper associations, and to lead them to cherish national and patriotic feelings.

I confine myself to this general expression of my sentiments, leaving to those who have been able to bestow more attention on the structure and details of the work than I have been, to give expression to their opinion.

Trusting that you will in this, as in all your other enterprises for the benefit of our common country, meet with the success and patronage which you merit, I have the pleasure to subscribe myself

Yours faithfully,

H. URQUHART.

Mr. John Lovell, Montreal.

OPINIONS ON LOVELL'S GENERAL GEOGRAPHY.

From the Rev. J. Travers Lewis, LL.D., Minister of the Church of England.

BROCKVILLE, *5th February*, 1861.

SIR,—I have to acknowledge (with thanks for your courtesy) the receipt of the advance sheets of "Lovell's General Geography."

From an extract of a lecture of mine, delivered in my capacity of Local Superintendent, which I enclose, you may perceive that I have considered such a Geography as you contemplate a desideratum in our schools. I have carefully perused it, and have no hesitation in pronouncing it as a most useful improvement on the Geographies now used, and I wish you all success in your spirited undertaking.

I am, Sir, yours truly,

Mr. John Lovell, Montreal. J. TRAVERS LEWIS.

From the Rev. William Agar Adamson, D.C.L., Chaplain and Librarian to the Legislative Council.

LIBRARY OF PARLIAMENT,
QUEBEC, *25th February*, 1861.

MY DEAR SIR,—I beg to acknowledge the receipt of the first portion of the "General Geography" in course of publication by you, which does great credit to your enterprise, and to the skill and acquirements of Mr. Hodgins. It is certainly the best and most impartial Geography for the use of Schools which, to my knowledge, has issued from the press on the North American continent, and will, I trust, receive from the public all the encouragement it so eminently deserves.

I am, my dear Sir, very faithfully yours,

Mr. John Lovell, Montreal. W. AGAR ADAMSON.

From the Rev. David Black, Minister of the Presbyterian Church of Canada.

CHATEAUGUAY, C.E., *18th March*, 1861.

DEAR SIR,—I have the pleasure of saying that I entirely approve of your "General Geography," and consider it a great acquisition to those who are engaged in the education of youth. The plan is most excellent, inasmuch as it contains *multum in parvo*, and brings into one view an immense mass of useful information, abridging the labours both of teachers and taught in no ordinary degree. With regard to the execution of the Maps and engravings, it is very superior; and when the former are colored, they will be still more distinct, and all the confusion arising from the number of the names of places will entirely disappear.

I wish your undertaking all success, and that it will fully answer your expectations.

I am, dear Sir, yours respectfully,

Mr. John Lovell, Montreal. DAVID BLACK.

From the Rev. Dr. Willis, Principal of Knox College.

TORONTO, *15th February*, 1861.

SIR,—I have been much gratified in looking over the advance sheets of the "General Geography," which does great credit to Mr. Hodgins, and must have cost him great labour.

The work is well planned and executed, comprising in remarkably moderate bounds a vast amount of information. It is an improvement on every other School Geography I am acquainted with, and is likely to take a chief place in Canadian schools, especially as it supplies what the best existing class-books seem greatly wanting in,—detailed and accurate information as to America, at least as to the British American Provinces. This bulks largely in the present work, which yet recognizes the countries of both hemispheres sufficiently.

The numerous maps and vignettes enliven the pages, presenting cities and towns, not countries only, to our eye vividly and pleasingly. These alone are worth all the price of the book,—One Dollar!

Yours respectfully,

Mr. John Lovell, Montreal. M. WILLIS.

From the Rev. J. Goadby, Baptist Minister.

MONTREAL, *1st March*, 1861.

SIR,—I have examined the "General Geography" you sent me. I am much pleased with the plan and style of the work. It cannot fail of being useful in the schools for which it is intended.

Some of the Maps are not quite so distinct as they might be; probably coloring will improve them.

Yours truly,

Mr. John Lovell, Montreal. J. GOADBY.

From the Rev. William Ormiston, D.D., Minister of the United Presbyterian Church.

HAMILTON, *27th February*, 1861.

SIR,—I have perused the advance sheets of your "General Geography" with much satisfaction. The work is well adapted to meet the requirements of the schools in our own Province, and will do good service should it find a place in the schools of other lands. It will supply what has hitherto been an acknowledged desideratum in our list of school books,—a Geography wherein the extent, resources, and importance of our own country are fairly and fully presented to our children.

Your laudable endeavours to furnish our schools with suitable *Canadian* text-books merit, as I doubt not they will secure, a hearty appreciation and an ample reward.

I am, Sir, yours very truly,

Mr. John Lovell, Montreal. W. ORMISTON.

From Mrs. Susanna Moodie.

BELLEVILLE, *29th April*, 1861.

DEAR SIR,—I have read the sheets of the "General Geography" you kindly forwarded to me, with much interest and attention, and think that the work is calculated to give to the Canadian student a juster idea of the extent and importance of the great empire of which his country forms an integral part, than the works from which he has been accustomed to gain his geographical knowledge. The Geographies issued from the American press, are so hostile to the British Government that a child must close them with the impression that Britain is far inferior to the States in its social, political and commercial advantages.

Such a work as the one before me was greatly needed in these Colonies, to remove these false opinions, and convince our young people of the importance of the glorious country who claims them for her subjects.

The "General Geography" will, no doubt, become a valuable national work, and take its place as a standard book in our schools. It is superior to Parley's Geography, containing many valuable statistics, in which that very popular school-book is deficient, while it comprises all the modern discoveries made during the present century. It is sincerely to be hoped that it may banish these American works from our seminaries, and be favourably recognized as the best Geography extant in these Colonies.

Wishing you success in your laudable and national undertaking,

I remain, dear Sir, yours truly,

SUSANNA MOODIE.

From Miss Lyman.

CÔTÉ HOUSE,

MONTREAL, *25th March*, 1861.

SIR,—I have examined with some care the "General Geography" you were so kind as to send me, and am very much pleased with it, especially with the portion relating to Canada. The want of a correct description of the British Provinces has long been felt in our schools, and I am sure you will find a hearty appreciation of your efforts to supply that need.

With best wishes for your success in this enterprise,

I am, Sir, yours respectfully,

Mr. John Lovell. H. W. LYMAN.

From Mrs. Simpson, Principal of Ladies' Academy.

4 INKERMANN TERRACE,
MONTREAL, *26th February*, 1861.

DEAR SIR,—Allow me to express the gratification I have received by a perusal of the advance sheets of your "General Geography."

The plan is excellent and answers all the requirements of an intelligent work on the subject; the facts (so far as I am able to judge of them) are correct and well chosen; and the pretty and truthful engravings, by which the book is illustrated, considerably enhance its value and usefulness.

I believe you have satisfied a want long felt in Canadian schools; therefore, as soon as it is ready, I shall gladly place the "General Geography" in the hands of my pupils, as a text-book.

Believe me, dear Sir,
Yours faithfully,

Mr. John Lovell. LUCY SIMPSON.

From Mrs. E. H. Lay, Principal of Young Ladies' Institute, Beaver Hall.

MONTREAL, *26th February*, 1861.

DEAR SIR,—I have long desired to see a Geography which would give Canada, and the other British Provinces, a proper share of attention; and in issuing your new work you have supplied the schools with a valuable auxiliary for conducting the education of our youth.

I have examined the specimen copy of your "General Geography," and consider it highly creditable to Canadian enterprise, as well as a most instructive school book. I am particularly pleased with the "Introductory Chapter." There terms are defined and illustrations given, which for clearness, conciseness, and beauty, cannot be surpassed.

The "General Views" of each grand division are comprehensive, and, taken as a whole, give a clear idea of its peculiarities of climate, surface, and resources.

The pronunciation of proper names, and their signification, together with the tabular views of the principal cities, settlements, &c., are also valuable aids to the student, and looking at the finish of the maps, the number and beauty of the engravings, the skill shown in the selection, and amount of information, I may, without presumption, predict for it an extensive circulation in the British Colonies.

Wishing you success, I am, dear Sir,
Yours very respectfully,

Mr. John Lovell. ELEANOR H. LAY.

From the Hon. John Young.

MONTREAL, *12th April*, 1861.

DEAR SIR,—I have carefully examined the advance sheets of your "General Geography," which I think is a great improvement over any other book of the kind now used in Canada. The general arrangement of the work, its valuable statistics, the clearness and colouring of the maps, and the many improvements in detail, must give it great importance as a standard educational book.

Hoping that your energy and enterprise will be amply rewarded by a large sale,

I am, dear Sir, yours very truly,

Mr. John Lovell, JOHN YOUNG.

OPINIONS ON LOVELL'S GENERAL GEOGRAPHY.

From Mrs. Gordon, Principal of Ladies' Seminary.

5 ARGYLE TERRACE,
MONTREAL, *25th February*, 1861.

DEAR SIR,—Since the day you favoured me with the advance sheets of a portion of the "General Geography for the use of Schools," which you are about to publish, I have been devoting to its examination a portion of my few and short minutes of leisure.

To produce a school treatise on this science, corresponding with anything like *completeness* to the wants of teacher and pupil, is a task which, so far as my knowledge extends, has never yet been fully accomplished. Few works of the sort have been long in use before their inadequacy in some important respect is felt and acknowledged, and there is a never-failing crop of new ones professing to supply the defects of their fore-runners. I remember, just before leaving Europe, having in my hands a list of more than a hundred and thirty geographical treatises, all *for the use of schools*, and all published within the two preceding years.

Until the best *possible* work shall have been produced, we who are engaged in tuition will always gladly avail ourselves of the best *actual* one that comes within our reach. The Author's name (to say nothing of the Publisher's) was sufficient to insure my respectful attention to the admirably got up volume now before me, and I rise from its perusal convinced that I shall be able to use it in my seminary with considerable advantage to all concerned.

I am, dear Sir, yours sincerely,
AUGUSTA GORDON.

Mr. John Lovell.

From the Honorable A. A. Dorion, M. P. P.

MONTREAL, *4th March*, 1861.

DEAR SIR,—I have read with great satisfaction "Lovell's General Geography," which you are about to publish, and I consider it will be a valuable addition to our stock of books for the use of the most advanced of our common Schools. Its complete description of the British Colonies fills a vacuum not supplied heretofore by either Foreign or British Geographies, while the style in which it is got up, and its low price, cannot fail to recommend it for general purposes.

I only wish it were in your power to have it published in French also, as most of the Geographies in use in Lower Canada are deficient and do not contain much important information which is to be found in your work.

Respectfully yours,
A. A. DORION.

Mr. John Lovell.

From J. B. Meilleur, M.D., LL.D., Ex-Superintendent of Education for Lower Canada.

MONTREAL, *26th February*, 1861.

DEAR SIR,—I have carefully examined the copy of your "General Geography," which you have had the goodness to send me, and I confess that I have derived no little pleasure from such an examination. It is a work well calculated to attain the end which you have in view, and will undoubtedly prove invaluable, as a *text book* in the hands of our Canadian youth. Its maps are excellent and the varied and extensive information it contains, not being, as far as I can see, tainted by any sectarian or party prejudice, will, I trust, contribute much to recommend it to a discriminating public, and procure for it a wide spread circulation.

I need not say that I will hail with joy the success of an enterprise which reflects so much credit on yourself, as well as on the Author of the work, and that I shall recommend it as a product of Canadian talent and industry, in preference to any other work on the same subject, of even equal merit, but published elsewhere.

I am, dear Sir, yours truly,
J. B. MEILLEUR.

Mr. John Lovell, Publisher.

From Wolfred Nelson, M.D., Provincial Inspector of Prisons.

MONTREAL, *28th February*, 1861.

DEAR SIR,—I have carefully perused your valuable work on General Geography with much pleasure, and am convinced that it will attain the patriotic ends you aim at. Not only to the Canadian student will it prove a boon, but it will be found useful and entertaining everywhere.

The maps seem to be got up with much care and minuteness, but, being necessarily of small compass, have at first glance the appearance of indistinctness, which, however, soon disappears on a closer examination.

With best wishes for your complete success in your many and most valuable enterprises so intimately allied to the public good,

I am, my dear Sir,
Your obedient servant,
WOLFRED NELSON.

Mr. John Lovell.

From T. Sterry Hunt, M.A., LL.D., F.R.S., Chemist and Mineralogist to the Geological Survey of Canada.

MONTREAL, *26th February*, 1861.

MY DEAR SIR,—From the partial examination which I have been able to give your Geography, I have much pleasure in saying that I conceive it to be compiled with much care and judgment; at the same time the admirable engravings and maps add greatly to its value, and make it in my opinion the best School Geography I have ever met with.

Faithfully yours,
T. STERRY HUNT.

Mr. John Lovell.

From Archibald Hall, M.D., L.R.C.S.E., Professor of Midwifery, &c., in the University of McGill College.

18 VICTORIA SQUARE,
MONTREAL, *26th February*, 1861.

MY DEAR SIR,—I have carefully perused the advanced sheets of your "General Geography," and have little hesitation in pronouncing an opinion on the merits of the work.

As regards the manner in which the different subjects have been treated, I consider it all that can be desired. The definitions of the different geographical, astronomical, and meteorological terms are correct, and embody the true meaning of them in as few words as our language admits. This most important division of the work is so well executed as to combine conciseness with clearness, and brevity with perspicacity.

The great objection to geographical works in general consists in the fact that they are usually too minute on the country of which the author happens to be a native, or in which he resides, to the exclusion of important particulars in regard to other countries and places. While it is proper that every scholar should be intimately acquainted with the particulars of his own national home, and that it should therefore receive an especial attention, I think that your Geography forms an exception to other works of the kind, as you have dealt in equality of fairness with all countries, thus rendering the volume one which might with the greatest propriety be placed in the hands of a pupil here, in England, the United States, or Australia. In fact, I think you have made it as cosmopolitan as such a work can well be.

The maps and other embellishments are such as to render the work peculiarly attractive to the young scholar. If a fault is to be found with the former, it consists in the fact that they are too profuse of names of places. The wonder is that you can afford to publish it at the price which I have learned that you propose to demand for it.

I shall be only too happy to hear that your enlightened efforts in favour of education have been crowned with the most complete success. No one with whom I am acquainted deserves a more substantial reward.

Believe me, my dear Sir,
Yours most truly,
A. HALL, M.D.

Mr. John Lovell.

From Charles Smallwood, M.D., LL.D.

OBSERVATORY,
ST. MARTIN, ISLE JESUS, *25th February*, 1861.

DEAR SIR,—I have examined the advance sheets of your "General Geography," and have much pleasure in bearing testimony to the fidelity of its scientific and general character.

The maps, illustrations, and letter-press, are in keeping with the general character of the book, and reflect great credit on your establishment.

The Editorial department has been carried out with a talent and perseverance worthy of the highest encomiums, and has left nothing to be desired. As an Educational book of the first class, I feel confident that it will supersede any work on the same subject at present in use.

Yours very truly,
CHARLES SMALLWOOD, M.D.

Mr. John Lovell, Montreal.

From Alexander Morris, Esq., M.P.P., and Author of "Canada and her Resources, a Prize Essay," "Nova Britannia," &c., and Governor of University of McGill College.

MONTREAL, *27th February*, 1861.

MY DEAR SIR,—After a careful examination of the advance sheets of "Lovell's General Geography," which you have sent me, I have much pleasure in bearing a willing testimony to its merits. In its publication you have rendered a real service to the community. I have long felt that it was, in a patriotic point of view, a great misfortune that the youth of British North America were compelled to derive their knowledge of the geography of their native country and of Britain from geographies published in the United States, in which these countries were dwarfed and in many cases depreciated, while the United States were correspondingly magnified. For this evil you have provided a most effectual remedy.

I have paid particular attention to the study of the natural characteristics and other features of British North America during some years past, and I have no hesitation in saying that I know of no other source from which the pupils in our schools can gain the information you have provided for them. The Map of British Columbia and the North-West Territories is very good and full, and is to be found in no other Geography that I am aware of. The Maps of Canada and the Lower Provinces are also extremely valuable features of the work. The illustrations and maps are, as a whole, very creditable to Canadian enterprise, and would redound to the honour of any of the publishing companies of Britain or America. I believe that the Geography will prove a boon to the country, and will have a most happy effect in training the youth of the British Provinces to right views of the great extent of their country, and of the variety of its resources, and will largely contribute to the development of a national sentiment. I trust that the Geography will obtain the widest and most general circulation, and that you will thereby be rewarded for your public-spirited enterprise.

As a simpler and more elementary work, for junior pupils, would be very useful, I hope the encouragement awarded to the "General Geography" will lead you to issue another work for use in our primary schools, as you intimate your intention of doing.

I am, yours obediently,
ALEXANDER MORRIS.

Mr. John Lovell, Publisher.

From Colonel Wilmot, Royal Artillery.

MONTREAL, *25th April*, 1861.

SIR,—Having carefully examined the copy of "Lovell's General Geography" which you were kind enough to send to me, I can not but say that the work appears to be well adapted to the purpose of instruction as well as of reference, and I trust that the enterprise and zeal which you have shown in thus providing a work more particularly adapted to the Canadian standing point, though by no means confined to it, will meet with the success that it merits.

Faithfully yours,

F. BARDLEY WILMOT,

Mr. John Lovell. *Colonel R. A.*

From Benjamin Workman, M.D., Assistant Physician to the Provincial Lunatic Asylum.

TORONTO, *9th March*, 1861.

DEAR SIR,—I have examined the advance sheets of your "General Geography" for the use of Schools, and find it to be an excellent school book, superior in matter and arrangement to any School Geography, printed in America, that I have seen; and conveying in brief phraseology a very valuable amount of geographical knowledge.

A School Geography, giving more ample information to our youth concerning British America, has long been a desideratum in this and our sister Colonies, and I rejoice to find that the work under my notice so fully meets this want. Mr. Hodgins and you have, in this volume, made a very valuable addition to our series of School Books, and I have no doubt that your enterprise will be appreciated by every friend of education.

Your obedient servant,

Mr. John Lovell, Montreal. BENJAMIN WORKMAN, M.D.

From Etienne Parent, Esq., Assistant Provincial Secretary East.

QUEBEC, 28 *février*, 1861.

MONSIEUR,—J'ai parcouru avec la plus vive satisfaction les 64 pages de votre "Lovell's General Geography," à l'usage des écoles, que vous avez bien voulu m'adresser, en me demandant mon avis sur cet ouvrage.

Le moins que j'en puisse dire d'après le spécimen que j'en ai devant moi, c'est qu'à mon avis il devra surpasser l'attente, tant dans son ensemble que dans ses détails, de ceux qui désiraient voir remplir la lacune qui existait pour la langue anglaise au moins, dans les livres à l'usage des écoles. Cette lacune a été remplie, pour la langue française, par l'excellent traité de M. Holmes, dont nous avons une édition assez récente, adoptée pour nos écoles par le Conseil de l'Instruction Publique; mais le nouvel ouvrage enseignera, sous plusieurs formes, surtout sous la forme pittoresque, une si grande masse de notions utiles et agréables, qui ne se trouvent pas dans l'autre, qu'il est très à désirer que vous en publiiez au plutôt une édition française, ce que vous pouvez faire très économiquement, en vous servant des planches de l'édition anglaise

A ce propos je remarquerai que je ne croyais pas qu'il fût possible de publier en Canada pour $1, un ouvrage de cette espèce. En le faisant, vous vous acquérez un nouveau titre à la reconnaissance du pays, qui vous était déjà due pour vos nombreux et constants efforts pour l'avancement de notre bibliographie.

Je suis, monsieur, votre tout dévoué,

E. PARENT.

M. John Lovell, Imprimeur, Montréal.

From Joseph G. Barthe, Esq., Advocate.

ESPLANADE, No. 12,

QUEBEC, *ce 26 février*, 1861.

CHER MONSIEUR,—J'ai sous les yeux l'exemplaire du magnifique Atlas dont vous venez d'enrichir la bibliographie canadienne, que vous avez bien voulu m'adresser, et qui, comme tout ce qui sort de vos ateliers, porte le cachet de vos œuvres, je veux dire l'élégance et le fini. J'y ai admiré l'ordre et l'arrangement des matières comme de leurs lucides et classiques dispositions, qui accusent de savantes recherches et d'heureuses combinaisons.

Il est enrichi d'illustrations qui, en y répandant l'éclat, lui donnent un singulier attrait de curiosité piquante pour l'esprit de la jeunesse, toujours affamée d'apprendre sans labeur et en se récréant, comme par l'appétit et la tentation des sens; et je ne doute point que la manière dont vous l'avez conçu et exécuté, avec ses vignettes démonstratives si bien adaptées à l'œuvre, n'ajoute beaucoup à sa valeur intrinsèque, et que vous n'ayez contribué, par là, à donner à notre système d'enseignement un complément qui lui manquait.

Travailler pour l'enfance, c'est faire une œuvre d'adoption, et lui faciliter l'acquisition des connaissances indispensables à notre condition de civilisation sociale actuelle, c'est remplir les devoirs du patriotisme dans sa plus haute acception, en prenant les générations à leur source; comme c'est honorer l'industrie d'un pays que d'illustrer votre art comme vous le faites.

L'éducation publique vous devra ce nouveau progrès, et vous venez d'ajouter à la somme de reconnaissance qu'elle vous devait déjà. La jeunesse surtout qui aime à voir dépouiller les études de leurs aridités, vous bénira de lui avoir rendu si attrayante celle de la Géographie, toujours si ardue quand la mémoire n'est pas aidée par l'imagination, ou plutôt l'intelligence servie par les sens, comme elle le sera désormais, grâce à votre ingénieuse conception.

Je regrette que l'autorité de mon appréciation soit si faible; mais je n'en suis pas moins heureux de pouvoir vous offrir un témoignage qui part du moins d'une admiration sincère, je dirais mieux de l'inspiration de la reconnaissance, comme ami de l'éducation et de tous les progrès.

Agréez, monsieur, etc.

M. John Lovell, Montréal. J. G. BARTHE.

From P. B. Lafrenaye, Esq., B.C.L., Advocate.

MONTREAL, 18 *Avril*, 1861.

MONSIEUR,—J'ai examiné attentivement le traité de "Géographie Générale à l'usage des écoles," que vous vous proposez de publier; et je suis convaincu que cet ouvrage mérite tout l'encouragement possible, par la manière instructive et agréable dont les différentes parties sont présentées à l'étude de la jeunesse.

En parcourant cet ouvrage, on comprend parfaitement que les indications géographiques qui sont illustrées auront l'effet de laisser une impression permanente dans la mémoire des enfants.

Je ne hasarde rien, en disant qu'il n'y a pas, en géographie, de volume qui pour un prix aussi modique, offre la réunion d'un aussi grand nombre de notions pratiques.

En un mot, rien n'a été négligé pour rendre cet ouvrage aussi complet qu'il était possible, en se renfermant dans les limites de ce qui est réellement utile aux enfants.

Je suis, monsieur,

Votre obéissant serviteur,

Mr. John Lovell. P. B. LAFRENAYE.

From Andrew Robertson, Esq., Advocate.

MONTREAL, 21*st March*, 1861.

MY DEAR SIR,—I think your Geography better adapted for Schools than any one I have seen used in the Province, and trust you may succeed in getting it generally introduced.

Yours truly,

Mr. John Lovell. A. ROBERTSON.

From Dunbar Ross, Esq., M. P. P.

QUEBEC, 28*th March*, 1861.

MY DEAR SIR,—I beg to thank you for the advance sheets of your "General Geography." Your little work with the modest title of "Geography for the use of Schools," I consider a most excellent compendium of that science, and of useful statistical information in connection therewith, well adapted as a work of reference and instruction for all classes, old and young.

Your Maps will be certainly much enhanced by the colouring, which is the great secret of practical illustration, and aid to the memory, without which they are generally little less than useless.

I am glad to see that you have avoided the national egotism of restricting the geographical student to the knowledge of his own section of our vast globe, which you have so extensively and beautifully illustrated.

I cannot wish you better success than your excellent work so richly merits, and I trust the people of Canada, at least, will show their appreciation of it by its general adoption.

Yours truly,

Mr. John Lovell, Montreal. DUNBAR ROSS.

From Thomas D'Arcy McGee, Esq., M.P.P.

MONTREAL, 26*th March*, 1861.

DEAR SIR,—I have occupied some hours in going over your "General Geography for the use of Schools," compiled by Mr. Hodgins, and cannot deny myself the pleasure of expressing to you the great satisfaction with which I followed the arrangement of the Maps and matter, which you have adopted. It was high time we should have a School Geography which would give due prominence to our own and the sister Colonies, as yours does. Hitherto, both on English and American maps, these immense territories were mere specks, and no descriptive letter-press corrected the erroneous impression left on the eye by the Atlas. In your "General Geography," this, to us, fatal defect is perfectly obviated, while full justice is done to the other countries, both of this and other continents.

Wishing you, my dear Sir, all the success due to your public spirited enterprise,

I remain, your obedient servant,

THOMAS D'ARCY McGEE.

Mr. John Lovell, Publisher.

From John S. Sanborn, Esq., Advocate.

SHERBROOKE, 7*th May*, 1861.

DEAR SIR,—I have been very much gratified in examining the advance sheets of "Lovell's General Geography."

It is just what I have been hoping to see in Canada for many years, and I hope its general adoption in the Schools of both sections of the Province will remunerate you for your outlay in getting it up, which cannot be small. You certainly deserve the thanks of all who desire the improvement of our Canadian youth.

The arrangement of the work is good. Its aim is not to be a history but to fix localities and the prominent characteristics of nations, provinces and peoples, in mind; to give land-marks to guide the voyager on the ocean of knowledge. If I might suggest improvement, it would be in two things, —that a little greater prominence be given to Canada and a somewhat more minute description of its places and natural peculiarities be made, and secondly, a more particular attention be given to the significance of the Indian names by which our rivers, lakes, mountains, &c., are called.

Indian names, with their pronunciation and significance, add greatly to the interest excited in the study of Geography, and no where is there a richer store of Indian names with poetic significance than in British America.

Your obedient servant,

Mr. John Lovell, Montreal. J. S. SANBORN.

From Thomas C. Keefer, Esq., Civil Engineer.

TORONTO, 1*st March*, 1861.

MY DEAR SIR,—I have duly received the advance sheets of your beautiful Geography, which does equal credit to your judgment in a literary sense (I trust it will be so also in a commercial one), and to your enterprise. I have never seen one arranged upon a better system, or more profusely and judiciously illustrated. I have no doubt it will immediately become the standard work in our schools, where it will supply a very great want,—by the Canadian information which it affords, and the impartial character it possesses.

Yours very truly,

Mr. John Lovell, Montreal. THOMAS C. KEEFER.

From Alpheus Todd, Esq., Librarian to the Legislative Assembly.

LIBRARY OF PARLIAMENT,
QUEBEC, 22*nd March*, 1861.

DEAR SIR,—I have examined with great care the advance sheets of your "General Geography," and have much pleasure in bearing my humble testimony to the great merits of the work. Upon comparing the statistics you have given with those in the most recent and reliable publications within my reach, I find abundant proof of the accuracy and completeness of the work.

Publications of this class too often repeat and perpetuate the errors existing in previous compilations, but your Geography is evidently the fruit of great labour and research, and it is replete with information of essential importance to the rising generation of these Provinces, among whom I trust it will hereafter become a standard text-book.

The sections relating to the British North American Provinces are peculiarly valuable, on account of their furnishing, in a condensed form, authentic particulars hitherto not to be found in any School Geography.

The numerous wood-cuts interspersed throughout the work greatly enhance its attractiveness, and at the same time contribute not a little to its utility. Altogether the volume reflects the highest credit upon its learned Author, Mr. Hodgins, already favourably known by his previous labours in the same field; and also upon yourself for the zeal and enterprise displayed in its publication.

Believe me, dear Sir,
Yours very faithfully,

Mr. John Lovell, Montreal. ALPHEUS TODD.

From T. A. Gibson, Esq., M.A., First Assistant Master of the High School.

MONTREAL, 27*th April*, 1861.

DEAR SIR,—I owe you an apology for not sooner expressing an opinion of your "General Geography," the advance sheets of which you kindly sent me several weeks ago. During the interval, however, I have carefully examined these, comprising no less than 100 pages.

Geography has always appeared to me a branch of such importance in an educational point of view, that I have perused with peculiar interest (*con amore*) any works on the intended subject as text-books for youth. For professional purposes I have examined most of the works that have issued from the press for more than the last quarter of a century. During that period numerous improvements have been undoubtedly made; but, in recalling these to my memory, I feel myself justified in pronouncing yours as not only embracing these improvements but supplying various desiderata by means calculated to instruct and interest the youthful pupil in a most attractive manner.

This has been most fully and successfully accomplished by introducing the great variety of cuts representing in a correct and striking manner the different animals of the Continents and Oceania, the features and costumes of different races, and the leading cities of the world, along with separate ones showing many objects most remarkable in nature and art. By such interesting media, appealing constantly to the pupil's understanding and memory through the eyes, his thirst for information will be excited and gratified.

Throughout the Geography, the names of countries, cities, animals, &c., &c., have been correctly syllabicated and accented, as each occurs for the first time. This will prove most helpful to the pupil, and will save a world of trouble to the instructor.

The tables of the population of countries and cities, of the height of mountains, and of the length of rivers, will aid greatly in readily comparing the relative proportions of these.

The leading maps, too, have been frequently enhanced by condensed information on the margins.

I regard the Introductory Chapter, divided into Astronomical, Physical, and Political Geography, as approximating as nearly to perfection as any dissertation can possibly represent the subject.

I highly approve of directing the pupil's earliest attention to the Provinces of British North America, and of regarding these as a standard of comparison with countries subsequently described.

In conclusion, I think I am justified in entertaining the confident expectation that your "General Geography," through an enlightened appreciation of its varied intrinsic merits, is destined very shortly to supersede most of the Geographies now in use in British North America. Towards this consummation permit me to suggest the desirableness of a reprint of the simple text for use in the class room during the preliminary examination of the lessons, as I apprehend that several teachers may, somewhat reasonably, object to the size as inconvenient in point of portability to and from school or for use therein.

Sincerely hoping that your enterprising efforts towards improving our educational works may be crowned with the desired success,

I am, dear Sir, yours faithfully,

Mr. John Lovell, Publisher. T. A. GIBSON.

From G. W. Wicksteed, Esq., Law Clerk, Legislative Assembly.

QUEBEC, 12*th March*, 1861.

MY DEAR SIR,—I was absent from Quebec when the second part of your School Geography was addressed to me, and on the point of leaving Quebec when the first part reached me, otherwise I should certainly have acknowledged both parts earlier. I have now examined the work with considerable attention and very great pleasure, and think it highly creditable to Mr. Hodgins and to yourself, as well as to the Province. It seems to me to be a very excellent school book, and just what we wanted to make us independent as to the American Geographies, which do anything but justice either to England or to Canada, while they do considerably more than justice to the United (?) States. The Maps, animals, and views are all that can be reasonably expected for the price at which you offer the book, and I know very well that the distinctness and general appearance of the Maps will be vastly improved by the coloring you promise to give them.

Yours very sincerely,

Mr. John Lovell, Montreal. G. W. WICKSTEED.

From Frederick Griffin, Esq., Q.C.

Judging from the advanced sheets (100 pages), I look upon Mr. Lovell's "General Geography for the use of Schools," to be a great improvement upon the books on the same subject now generally used in this Province, and he has therefore my best wishes for the success of his undertaking.

43 St. Gabriel Street, Montreal, 23rd April, 1861. F. GRIFFIN.

From William Hicks, Esq., Professor McGill Normal School.

MONTREAL, 24*th April*, 1861.

MY DEAR SIR,—I am sure the Teachers of Canada will feel grateful to you for publishing the new Geography, a specimen copy of which I have just been looking over with much pleasure. Such a work has been long needed in this country, where the instructors of youth have been obliged to use books either badly arranged, or very scantily furnished with information connected with the British Provinces of North America.

I shall not fail to bring your work before the notice of those who may at a future period be engaged in teaching, and I shall also recommend it to all my friends interested in the work of education.

The Teachers of the Model Schools of the Colonial Church and School Society are desirous of introducing it into their respective departments, and I shall be most willing to represent this to the Committee.

I am, my dear Sir,
Yours very truly,

Mr. John Lovell. WILLIAM HICKS.

From Charles Nichols, Esq., L.R.C.P., Principal of Collegiate School.

MONTREAL, 1*st March*, 1861.

SIR,—Canada has been very deficient, and is so still, in good text-books for her Schools. The series now issuing from your press is doing much towards a reformation in this respect. We have had from it books on Spelling, Elocution, History, Arithmetic, Book-keeping, and English Grammar, all admirable works on the subjects of which they have treated.

I have just been perusing your "General Geography," edited by J. George Hodgins, LL.B., and I must say that it is an excellent work, and I make no doubt will soon supersede all other Geographies in the Schools of Canada. A more luxurious type would perhaps be a recommendation, but this could not be effected without an increase of price, which all must acknowledge is very reasonable for so good a work. I shall adopt it for my upper classes.

Yours truly,

Mr. John Lovell. CHARLES NICHOLS.

From George Lawson, Esq., Ph. D., F.R.P.S., F.B.S., F.R.S.S.A., Professor of Chemistry and Natural History in the University of Queen's College.

KINGSTON, 12*th March*, 1861.

DEAR SIR,—It gives me much pleasure to express my approval of your new work, the "General Geography for the use of Schools." Its general plan is good. The prominence given to physical phenomena, and natural and artificial products, as well as to history and statistics, is a distinctive feature that will commend the work to those who have enlarged views as to the real nature and objects of geographical science; while the apt illustrations, pictorial and typographical, that run through its pages, are well calculated to excite the interest of the young, and make permanent impressions on the memory. I doubt not it will come into extensive use in Schools, and prove also of great value in private families.

Yours truly,

Mr. John Lovell, Montreal. GEORGE LAWSON.

From Archibald Macallum, Esq., Principal of the Hamilton Central School.

HAMILTON, 28*th February*, 1861.

DEAR SIR,—I have examined with care your School Geography, now in course of publication. The whole work is marked by learning, ability, and taste. The arrangement is natural, and therefore excellent. The information supplied is very great and very good, just what is wanted for the school-room, and suited for the studio. The labor and care bestowed on it have been immense, and reflect much credit on all concerned. In making this valuable addition to the school books already published, you have laid all connected with the education of youth under renewed obligation. This work should, as I trust it will shortly, be in the hands of every teacher and school officer in Canada.

Yours very respectfully,

Mr. John Lovell, Montreal. ARCHIBALD MACALLUM.

OPINIONS ON LOVELL'S GENERAL GEOGRAPHY.

From William Tassie, Esq., M.A., Principal of the Galt Grammar School.

I have much pleasure in bearing testimony to the excellence of "Lovell's General Geography," the advance sheets of which have been forwarded to me. It supplies a want which has long been felt in Canadian Schools, and is, I conceive, specially adapted to the youth of British North America. I have no hesitation in saying that the work must come into general use in our Schools.

WILLIAM TASSIE.

Galt, 10th May, 1861.

From Rotus Parmalee, Esq., Inspector of Schools in the Eastern Townships.

WATERLOO, C.E., *27th February*, 1861.

SIR,—I have great pleasure in acknowledging the receipt of the advance sheets of your "General Geography," and in expressing the satisfaction I have experienced from the cursory perusal of them only that my leisure has as yet permitted.

In general terms, I would express the opinion that you have hit upon the just medium between the prolixity of history and the conciseness of mere tabular statistics. It contains the general principles of Geography, and enough of description to suit the requirements of Schools; and the prominence given to *our own country* is a feature that specially commends it for use in Canadian Schools.

Allow me to suggest one addition, which, if you should agree with me in opinion as to its usefulness, may perhaps yet be supplied: I mean *statistics of population*. This information, it appears to me, cannot so fitly be given in any other work of ready access; and the "General Geography" needs only this addition to make it complete.

I have the honor to be, Sir,
Your obedient humble servant,

Mr. John Lovell, Montreal. ROTUS PARMALEE.

From Fennings Taylor, Esq., Clerk Assistant, Legislative Council.

QUEBEC, *15th April*, 1861.

MY DEAR SIR,—In returning you my thanks for the Advance Sheets of your "General Geography," which you have been kind enough to send me, I take the opportunity of expressing my hope that the public will not be the only party to derive benefit from your valuable contribution to what, I trust, may prove *The British American Series of School Books*. "To deserve success," has been with you a principle of exertion, and though your reward may not in all cases have been equal to your desert, yet I am sanguine enough to believe that your new enterprise, combining, as it does, commercial with national considerations, will prove to be as satisfactory to yourself as it should be acceptable to the community.

Without referring particularly to the mechanical attractions of an undertaking, whose merits are sufficiently apparent, or affecting to criticize maps, the accuracy of which can only be tested by a practical geographer, I may mention that your Geography is well adapted to supply a want that has been much spoken of, and occupy a place in our school literature, which, hitherto, has been but indifferently filled.

Nor can I withhold the expression of my admiration at the manner in which the duties of Author have been discharged. Mr. Hodgins, it is true, needs no man's praise; his zeal and service in the cause of Education are felt and admitted by all. Still the General Geography is not an ordinary book, undertaken for ordinary purposes. On the contrary, it represents immense labour, loyally bestowed, and high aims patriotically advanced. The learned Author, it is true, speaks lightly of his own toil. The labour, so ungrudgingly given, is a "work of love." The object so faithfully carried out is a matter of duty. The value of the book, however, is not impaired by the modesty of the allusion. It appeals to us on its merits, and there is but one answer to the appeal. We must cherish and appreciate a work which has been so carefully adapted to our tastes, and suited to our wants. We must applaud and be grateful to a writer who possessed the genius and ability to discern what we required, as well as the industry and zeal to give us what he discerned.

Those of us who have had an English school-boy's experience will probably remember, that, in the elementary portion of our education, Geography and History were kept tolerably distinct, and approached us, so to speak, in a different clothing, and that the Atlas, however necessary to the correct apprehension of the sister sciences, was usually bound in a separate volume, and used indifferently in either class.

On this continent, the old English plan has been somewhat departed from. With characteristic regard to economy, our American neighbours have sought in their school system to mix many things together. They seem to be of opinion that the youth of the Republic should arrive with railway celerity at the terminus of their school course, and lose no time in assuming the duties of citizenship. Thus we find that the elementary Atlas is bound up with the historical and geographical primers. The maps, too frequently evincing a suggestive indifference on the subject of boundaries albeit colored to the tone of effrontery, are placed in printed frameworks of doubtful morals, and fabulous chronology; and these again are interleaved with commentaries, either personal or general, that do violence alike to our history and traditions as British subjects.

This, however, is no new complaint. Until the introduction of the present educational system, the Common Schools of Western Canada were almost entirely supplied with books compiled by American authors, published by American printers, and for the most part taught by American school teachers. Thus the mind of our youth was early subjected to foreign influences, its loyalty was exposed to a two-fold danger, for right and wrong in matters political were determined by a standard unknown to the Royal rule. The heroes of our common school books were for the most part of the American Revolutionary type, while the abjects were represented as of the British race. Books and Teachers concurred in presenting only one side of history, and that side in masquerade, and said nothing of the noble race of men, the founders of Western Canada, who, amidst hardships, privations, and defeat, were faithful to their Country, their Sovereign, and their oaths.

Next to the selection of exemplary teachers, it is desirable that the school books should be not only well chosen, but national in their tone and teaching. Your General Geography is a valuable contribution in the right direction. It gives due prominency to the Colonial Possessions of the British crown, and is particularly full in its descriptions of the North American Provinces. You have sought to produce, and I think you have succeeded in producing, a school book precisely suited to British America.

It is much to be desired that one school system could permeate all these Provinces. Might not Canada, without the charge of presumption, properly assume the initiative in this matter? Might she not, from her Normal and Model Schools, send out well trained teachers, who, by pursuing a uniform system of instruction, would implant in the mind of our youth the germ of a true and loyal nationality? Thus knowledge and experience might be made to strengthen the bonds of brotherhood, our youth would be taught to cherish enlarged views of their country, and being early made familiar with its history and proportions, they would learn to comprehend and appreciate the statesman's dream of a united future, which we believe will be the heritage, as it is the hope, of the MONARCHISTS OF AMERICA.

At the commencement of this letter, I expressed the wish that your General Geography should be regarded as the pioneer of a new series of School Books for British America. Before I close, I venture to suggest that it ought to be followed by a History of the Provinces, as complete as the Geography. In speaking of a History for youth, I do not mean that such a work should be a decoction merely of diluted Blue Books, with views, tabular and statistical, of the rate at which civilization has advanced, and the wilderness retired. Such particulars, however important they may be, make but little impression on the fervid mind of youth. They do not touch his heart, while they altogether miss his imagination and fancy. Had we no materials wherewith to lighten the sterner history of our progress, then of course nothing could be said; but such is not the case. The narrative of the early French colonization, with its wonderful accompaniments of chivalrous adventure and missionary zeal, have their place in history, and belong chiefly to Eastern Canada. Yet we should not forget that the life story of her sister province is neither less alluring nor less heroic. Upper Canada is marked with the footprints of faithfulness and devotion. The vestiges of moral and patriotic worth lie scattered about the land. Imperfect they must be, for, like the inscriptions on broken grave stones, time has destroyed some, obscured others, and defaced all. Still they are worthy of being gathered together, worthy of being patiently studied as the moral relics of a race, which it is to be feared has no counterpart now. Let the hoar and moss of years be reverently removed. Let the writer of History examine whatever remains of record, and carefully decipher whatever appears to be obscure. Let him seek the representatives of the earlier days, and listen kindly to old tales of bye-gone times, for we may be sure the traditions he may thus gather will help to perfect the record of events, which connects the present with the past. Then, perchance, we shall understand aright the principles and character of the "United Empire Loyalists,"—of a race of men who, rather than bow down to the Republican idol which their countrymen had set up, abandoned their possessions and forsook their kindred, to become the founders of a colony, whose creation it is no exaggeration to say was the offspring sentiment and devotion,—a Monarch's tribute to his subjects faith.

I am, my dear Sir, faithfully yours,

Mr. John Lovell, Montreal. FENNINGS TAYLOR.

From Thomas M. Taylor, Esq.

MONTREAL, *26th February*, 1861.

DEAR SIR,—I have had much pleasure in looking over the advance sheets of your "General Geography," which you were good enough to send to me.

I cannot pretend to consider myself an authority on matters of educational literature, but, as you desire opinions, I have no hesitation in saying that I think the work an excellent one, both in plan and execution, and well fitted to supply a place which I have understood to be void among school books. Nor can it fail, combining, as it does, so much of the Gazetteer with the Geography, to be valued for reference.

The completeness, with conciseness, of the information it affords must commend it, and your avoidance of the too common mistake of giving too much space to particular sections of the earth, to the equal neglect of others just as important, should secure for it general confidence and acceptance.

For the sake of the youth of our country, I wish it large circulation, and for your sake, as its enterprising and almost adventurous publisher, I wish it commercial success.

Yours faithfully,

Mr. John Lovell, Publisher. THOMAS M. TAYLOR.

From Richard Nettle, Esq., Superintendent of Fisheries for Lower Canada.

QUEBEC, *2nd March*, 1861.

MY DEAR SIR,—I have to acknowledge the receipt of your "General Geography." I have carefully examined it, and I have much pleasure in stating that I have never seen a work better adapted for the use of educational institutions. You have now supplied a want that has long been felt by all professors and persons engaged in tuition, and I hope soon to see it in general use.

Very truly yours,

Mr. John Lovell, Montreal. RICHARD NETTLE.

From John Smith, Esq., Head Master of the High School.

ST. JOHNS, C.E., *1st May*, 1861.

DEAR SIR,—Pray do not construe my silence, in not replying before to your polite communications, to any want of interest in such a work as "Lovell's General Geography." On the contrary, I feel much interested in its appearance, and I accord to it my unqualified approbation. It is just the work wanted. We have now a true representative of our magnificent Provinces. The plan of the work is excellent, and the definitions are accurate. The maps, I think, are a little crowded, but the pictorials make it a gem. In every respect, I consider it a valuable contribution to our school literature, and so much am I impressed with it as a work of merit that I believe it will soon become a favorite text-book in our schools generally.

I remain, dear Sir,

Yours respectfully,

Mr. John Lovell, Montreal. JOHN SMITH.

From R. S. M. Bouchette, Esq., Commissioner of Customs.

QUEBEC, *2nd March*, 1861.

DEAR SIR,—I have perused and examined, as attentively as the little leisure at my disposal would permit, your "General Geography for the use of Schools," and in compliance with the wish you have expressed to have my opinion amongst others, as to how far the publication in question is calculated to attain the object you have in view,—that of supplying the requirements of the country as regards this branch of educational works,—I have great pleasure in assuring you that, in my humble judgment, your "General Geography" appears to be so judicious in its arrangement and order, so lucid in its definitions and descriptions; combining copiousness of information with brevity and simplicity, yet clearness and even elegance of expression; that I cannot for a moment doubt that the work in question will prove of the greatest utility in our schools. The illustrations are equally worthy of all praise. If anything, however, could add to their completeness, it would be, in my opinion, the marking *still* more strongly the names of countries and their principal divisions; but this is a very subordinate point, for looking at the scale of the Maps, it seems to me impossible to obtain from wood engravings greater details and greater distinctness.

Wishing you every success, and requesting that you will be so good as to send me two copies of the work,

I am, dear Sir, your obedient servant,

R. S. M. BOUCHETTE.

From James Stevenson, Esq., Manager of the Quebec Branch of the Bank of Montreal.

QUEBEC, *2nd March*, 1861.

SIR,—I have to thank you for the specimen copy of your "General Geography."

The work contains much valuable information, which I consider well arranged and well adapted for the use of Schools.

I am, Sir, yours obediently,

Mr. John Lovell, Montreal. J. STEVENSON.

From Thomas Worthington, Esq., Assistant Commissioner of Customs and of Excise.

QUEBEC, *28th February*, 1861.

DEAR SIR,—That your "General Geography," with maps and illustrations, will have the tendency to advance the important objects which it proposes is unquestionable. It is intelligent, practical, and highly interesting.

I wish you every success in the undertaking.

Yours very respectfully,

Mr. John Lovell, Montreal. THOS. WORTHINGTON.

From John Simpson, Esq., M.P.P.

NIAGARA, *27th February*, 1861.

DEAR SIR,—I was much gratified by the receipt of a specimen number of your "Geography," and trust the publication thereof will prove as profitable to yourself, as I feel sure its use in our Schools will be acceptable to the teachers and beneficial to the pupils.

I submitted the work to the inspection of the Rev. Dr. Phillipps, Head Master of the Grammar School here, and Mr. John Connor, Principal of our Common Schools, and enclose you the opinions of these experienced gentlemen.

I am, dear Sir,

Yours very truly,

Mr. John Lovell, Montreal. JOHN SIMPSON.

NIAGARA, *21st February*, 1861.

DEAR SIR,—I feel obliged to you for giving me an opportunity of seeing "Lovell's General Geography." I am delighted to find that such a work is in an advanced state, and to show my entire approbation of the work, I shall be ready on its publication, if authorized by the Board of Council of Education, to take at least 30 copies, thus supplying each boy in the Grammar School under my charge with a copy.

I remain, dear Sir,

Yours respectfully,

H. N. PHILLIPPS,

Principal, Niagara Senior County Grammar School.

J. Simpson, Esq., M.P.P.

NIAGARA, *26th February*, 1861.

SIR,—Having looked over the American part of "Lovell's General Geography," I consider it better adapted for our Colonial Schools than any Geography now in use.

An abridgment, pretty full in the Canadian department, for junior classes, is also desirable.

If the Maps had a simple clear outline, free from all shading except that got by coloring, they would be much more serviceable. Such shading on small maps "doth but encumber what it seems to enrich."

Yours respectfully,

JOHN CONNOR,

J. Simpson, Esq., M.P.P. Principal, Niagara Common School.

THE CANADIAN PRESS ON LOVELL'S GENERAL GEOGRAPHY.

We have received a copy of a new and very useful School Book. The plan is excellent. The first chapter gives a succinct description of the Earth as a planet; and of the various terms used by Geographers; together with some leading ideas respecting the distribution of the objects forming the three Kingdoms of Nature, and of the political and religious divisions of mankind. Then come the several Continents, illustrated by maps, with explanations of their physical features in respect to rivers, mountains, &c., and an account of their political divisions, populations, religious creeds, and so forth. The wood engravings show the characteristics of the vegetable and animal life in each Continent; and comprise sketches of some leading towns, cities, and works of art. The subdivisions of the continent into the several territories which compose them, are treated on a similar plan. Among the engravings we find pictures of London, Dublin, Edinburgh, Paris, and many other leading cities, and of remarkable buildings, and natural objects, such as the Falls of Niagara, and the Chaudière. The chief point worthy of remark in this Geography is, however, the great space taken up with our own country—that branch of geography, which it is most important for a young Canadian to acquire; but almost of all branches, that which he has the least opportunity to acquire from books published in other countries. We have now a Geography whence our young people will acquire a correct idea of the country they live in, and which will assert in the face of the world our right to consideration and respect.—*Montreal Herald.*

We congratulate Canadian teachers and children on at last having a Geography suited to their own requirements. Our children will have no longer to depend either upon English geographies, very particular in giving information upon every little town in the mother country but from which a pupil would learn little respecting the Colonies, beyond the fact that England possessed such dependencies; or upon American text-books. We think Mr. Hodgins has succeeded in compiling a Geography, which is not only a great improvement on all that have been hitherto in use in our schools, but is as nearly perfect as is possible in a Geography for *general* use, necessarily compressing a great deal of matter into few words, both to prevent the overtaxing the memory of the pupil (a point much neglected in some favorite geographies) and to make the price of the volume within the reach of every child. In this last particular we fear Mr. Lovell has hardly done himself justice. We do not see how a work so carefully compiled, with 51 maps, 112 pretty wood cuts, and a table of the clocks of the world, *can* be afforded for one dollar. Only the most extensive circulation can compensate Mr. Lovell. It remains for the parents of Canada to show their gratitude for his exertions in behalf of their children, by seeing that the book is placed in their hands. For the children, and therefore for the parents and the country, Mr. Lovell has done a work for which no *money* can pay.—*Montreal Gazette.*

LOVELL'S GENERAL GEOGRAPHY.—Mr. Lovell, our excellent fellow-citizen, deserves well of the community for the public spirit which he is continually exhibiting in printing works, not of an ephemeral, but of an abiding character; of universal utility, but especially relating to Canada. In doing so, he serves a double purpose, first, the employment of a large number of artisans, and secondly, the supplying the market adequately, and at moderate prices, with books of a standard character. The Elementary School Books of Mr. Lovell are excellent; the very best indeed that can be put into the hands of pupils. In short, he has really stood alone as a benefactor to the literature of the country. But for none of the various productions that have emanated from Mr. Lovell's press, is he entitled to higher merit than for the last, his General Geography. It really supplies a *desideratum* in our schools, and conveys a mass of intelligence that we could scarcely have expected to find in so

moderate a compass. Strange as it would appear to those who never considered the subject, there is no portion of the education of the young so replete with error as that which relates to the Geography of the earth, its inhabitants, and the plants and minerals which compose it. Most of the treatises are mere compilations from former works on the subject, and are filled with the errors which the progress of discovery and science in all its branches, are day by day correcting. From faults of this description this work of Mr. Lovell's is altogether free. The information is as comprehensive and correct, so far as the latest information from every quarter can insure its being so, in the most distant and least known country, as in the oldest and best settled communities. There is with respect to every portion of the globe a mass of information, collected in a form so compressed, and yet so full, as really seems incomprehensible. There is not a subject, comprised under the term geography in its largest sense, which will not be found treated of in this book: it is really a *multum in parvo*, invaluable as a work of reference. The maps are admirable, and executed with a clearness and accuracy that reflects credit on the engravers, and the wood-cuts, representatives of man, the various animals, plants, etc., with views of places and public buildings, are excellent. We hope sincerely that Mr. Lovell will derive remuneration proportionate to the great labor and expense bestowed on the work; the cheapness of the price certainly should ensure for it an universal admission into every household.—*Montreal Transcript.*

LOVELL'S GENERAL GEOGRAPHY.—This is the most important work which has yet issued from the Canadian Press, as it is the best. The maps are new, including the latest changes and discoveries; and the general information is brought down to the latest date. The illustrations embrace views of the principal cities, most remarkable natural objects, and vegetable and animal productions. The text of the work has been furnished by J. G. Hodgins, LL.B., F.R.G.S., Deputy Superintendent of Education for Upper Canada, and is concise, accurate, and lucid. As a whole, indeed, Lovell's General Geography leaves nothing to be desired; and must be warmly welcomed throughout the British Possessions in America as a work long needed.—*Commercial Advertiser, Montreal.*

LOVELL'S GENERAL GEOGRAPHY.—This is a very valuable work, lately published by our enterprising citizen, Mr. Lovell, which we warmly commend to the notice of Teachers, and all persons engaged in the task of Education. It is a work that has received high commendation from the most different quarters, from Catholics and Protestants, and will be found equally adapted for the schools of both.—*True Witness, Montreal.*

LOVELL'S GENERAL GEOGRAPHY.—The introductory chapter which is subdivided into the three sections of Mathematical Geography, Physical Geography, and Political Geography, is remarkable for the conciseness and precision of the terms employed under the different headings, and for the facts enumerated, while under the head of General Geography, is given the peculiarities of the various territorial divisions which constitute the countries of the earth. The amount of information, whether of a general or specific nature, given under this division of the work, is enormous. Thus it not only specifies the peculiarities for which each country is remarkable, such as its agricultural, or mineral or fictile products, &c., but also its physical features, its climate, its educational capabilities, its divisions into districts and counties, with an enumeration of the principal cities or towns, and their relative populations up to the latest date, as well as other objects of interest appertaining thereto. Merely to say that Mr. Hodgins, the able and accomplished author of the volume, has executed his work well, is we think but paying him a poor compliment. He has undertaken and discharged a duty which we think few could have achieved with equal success. He has established for himself, by his devotedness and zeal, his "monumentum ære perennius," for we feel assured that this volume will assume a first if not the first rank among works of the kind in educational institutions. Besides the teacher and the scholar, the volume presents attractions to the merchant, the professional man, and even the mechanic, as the information which it contains is so varied.—*British American Journal, Montreal.*

LOVELL'S GENERAL GEOGRAPHY.—We have been favored with a copy of this excellent, and we should say, indispensable School Book. It has often been a matter of just complaint by parents that our children and youth have been obliged for their geographical information to confine themselves to British or American publications, the former devoting quite an inadequate portion of their information to these Provinces, and the latter still less, and what little information the American publications did contain, was far from being correct, and seemed to place the Provinces in an altogether unfavorable light, with full information of their own country, and that highly colored. We need not point out the undesirableness of such a Geographical text-book, we would not be understood as condemning these text-books as unsuitable for the localities for which they were written and intended to be used, but we think the rising generation in these Provinces should have a Geographical Text-Book for themselves giving a true history and correct description compatible with their political and social importance—and such a Text-Book we have in that now before us. We hope it will be generally adopted by our school authorities.—*Canada Temperance Advocate, Montreal.*

LOVELL'S GENERAL GEOGRAPHY.—We have bestowed some time in the examination of Lovell's General Geography and find that in the matter made use of, the general arrangement of the work, maps and illustrations, it is infinitely superior to any Geography at present in use. It is not alone a Geography as the name would imply: it is a Geography and Atlas combined. We are pleased to see this work, if it were for no other reason than that the British North American Provinces have received that attention from the Author to which they are entitled. In the United States Geographies, which are principally in use in our Schools, these Provinces obtain but a very brief notice; and, in addition, the youthful mind receives from them ideas of the vastness and importance of the American Republic, as contrasted with the British Empire, which are anything but correct. And whilst these evils have been corrected it must not be understood that the other countries both on the Eastern and Western Hemispheres, do not receive their due share of notice. No work of the kind could be more complete. Mr. Lovell deserves the thanks of the country for his enterprise in publishing so valuable a work, and in having secured the services of so painstaking and able an editor as Mr. J. G. Hodgins.—*Daily Leader, Toronto.*

THE NEW GEOGRAPHY.—John Lovell of Montreal has just published a new General Geography for use in our Canadian Schools. It contains numerous Maps and Illustrations, in the best style, among which we observe separate Maps of British Columbia, Newfoundland, New Brunswick, Nova Scotia, and of Canada East and West. The Author is J. G. Hodgins. LL.B, F.R.G.S. We have no hesitation in pronouncing it, in every respect, the *best* Geography for Schools that we have *yet seen*. It *must* come into *universal use* in Canada, and therefore the sooner it is introduced into Schools the better.—*Christian Guardian, Toronto.*

LOVELL'S GENERAL GEOGRAPHY.—We are very much pleased with this work, which we have examined carefully. The maps are accurate and well engraved, the typography is excellent, and the whole execution of the work highly creditable to Canadian enterprise. A great deal of detailed and valuable information is given, especially regarding the British American Provinces. Nor is Great Britain, which the Author very correctly says, "is the largest island in Europe, and the most important in the world," overlooked. It has long been matter of regret that so many of the school books in use among us are the productions of American authors, and calculated from the tone in which Britain, and everything British is spoken of, and the undue prominence given to the United States, to develop a very undesirable feeling amongst the rising generation. There is no doubt that a great deal of the sympathy for the Republican form of Government, and the avowed preference for the United States manifested by Young Canada, is to be traced directly to the School books which necessity has compelled us to use. This necessity is now we trust at an end, and we hope the Series of School Books, of which the volume before us forms a part, will meet with acceptance among School teachers and come into general use.—*Canadian United Presbyterian Magazine, Toronto.*

LOVELL'S GENERAL GEOGRAPHY.—This work supplies a want long felt in our Canadian Schools, namely, that of a work in which more prominence should be given to those territories in which our children as Canadians and British subjects are most interested. It is much in the style of Morse's Geography, which we hope it will soon supersede. A map and full description are given of each of the Provinces of British North America; while the States are given in sections, and consequently occupy less space without the omission of any important feature. As a manual of Geography it seems to leave nothing further to be desired. The type is clear, though much of it is necessarily small; the paper good, price moderate, for the amount of information, maps, and views which it contains.—*Echo, Toronto.*

LOVELL'S GENERAL GEOGRAPHY.—Every teacher of Geography in the Province is well aware of the unsuitable character of American text-books for home use, and the grave objections that the descriptive portions of Mitchell and Morse are open to, inasmuch as they, in their anxiety to give prominence to the United States, and to flatter the national vanity, abound in statements and allusions which are, to use the mildest term, indifferently well adapted to the youth of Canada. With regard to British Geographies, although in many respects admirable, they are open to this drawback on their availability in the Province. The above is a summary of the prefatory notice to the volume on our table, and we have examined it as carefully as moments of comparative leisure would permit. The introductory chapter on Mathematical, Physical, and Political Geography is a marvel of concise simplicity, which will at the outset enlist the approbation of the thinking teacher. The "tabular statements" added to those introductory paragraphs which relate to the general geography of each of the principal divisions of the globe, are particularly valuable; while the prominent notice of each British Colony supplies precisely that want which is complained of in the English text-books. All in all, Lovell's General Geography is a very valuable addition to Canadian school books.—*Home Journal, Toronto.*

THE CANADIAN PRESS ON LOVELL'S GENERAL GEOGRAPHY.

LOVELL'S GENERAL GEOGRAPHY.—The intelligence of a people is said to be best ascertained by the knowledge they possess of their own country; but this can hardly be the case with Canada, if we may judge from the fact of our youth being taught geography exclusively from a book mostly devoted to the glorification of the American Republic. Why Morse's Geography should have become a Text-book in our schools, we are at a loss to understand, unless it so happened that there was no other which could give the scholar anything like an idea of the vast extent and resources of this great continent. No such excuse can be offered now, however, for Mr. Hodgins has succeeded, with the aid of his enterprising Publisher, in producing a Geography which we consider complete in almost every respect. It is strictly a Geography, and no catch-penny publication laudatory of any particular country; but in every sense may be said to meet the public requirement. We earnestly trust that no time will be lost in introducing it to our common schools. —No Canadian youth can understand the geography of his country without having studied Lovell's General Geography. In every respect it is adapted to the use of British—and particularly Canadian—youth, for not only is it correct and most explicit with regard to every portion of the globe, but it is well and profusely illustrated, and contains much valuable and instructive information introductory to the Geography. It is, without exception, the best Geography of its kind that we have. The author and publisher deserve the thanks of the Canadian people for so essential, so valuable and so useful a publication —*Daily Spectator, Hamilton, C. W.*

We acknowledge most cordially the reception of a presentation copy of "Lovell's General Geography, for the use of Schools." Such a work was needed in the British Provinces and we feel proud that we now have one every way worthy of the country. The latest improvements are represented with accuracy and boldness. We hope it will be duly appreciated by the Canadian public.—*Canada Christian Advocate, Hamilton, C. W.*

LOVELL'S GENERAL GEOGRAPHY.—This is a Canadian School book. It is exceedingly well got up and reflects great credit upon the Press of John Lovell, who, we are happy to say, has several other School Books in the press.—*Daily British Whig, Kingston, C. W.*

LOVELL'S GENERAL GEOGRAPHY.—In the publication of this School Atlas and Geography, Mr. Lovell has made good a deficiency which has till now been apparent in the school books of Canadian children. Every one interested in the education of youth in Canada has felt this great want, consequently, we feel sure there will be much pleasurable satisfaction among parents now that it is supplied. The English Geographies did not treat sufficiently of Canada; and the works of American publishers were inaccurate and objectionable on many accounts. Mr. Hodgins took the first step towards remedying the evil when he gave to the public his valuable little work on Colonial Geography and History. The work under notice is a Canadian, a General Geography, and a most complete School Atlas, in one volume. The work has been got out in a style that makes it impossible to draw a distinction whether the Author or the Publisher is deserving of the greater praise. In Canada we feel assured it will find its way into every household; while its cosmopolitan character will render it acceptable in many lands, and ensure it a special welcome in the schools of New Brunswick, Nova Scotia, and the sister Provinces.— *Daily News, Kingston, C. W.*

LOVELL'S GENERAL GEOGRAPHY.—Absorbed as we have been for the last three or four weeks with the recent great political struggle, we have overlooked this valuable work, recently issued from the press of that enterprising and public spirited publisher of Montreal, Mr. John Lovell. Having now had a leisure half hour to look over it, we have much pleasure in adding our testimony to that of our contemporaries all over the Province, that Lovell's General Geography is the very thing that is required for our Common Schools—most ably and correctly got up, handsomely printed, and in a national point of view, in connection with Mr. Lovell's whole Series of School Books, it is a boon to the country, for which the patriotic publisher merits the gratitude of the whole people of Canada. We believe that there is hardly a doubt that this Canadian General Geography will be unanimously adopted by the School Boards of Upper Canada, with whom Mr. Lovell's other School Books are fast coming into general use; indeed, after the Series is completed, we anticipate that few others will be used in the Common Schools of Upper Canada.—*Herald and Advertiser, Kingston, C. W.*

LOVELL'S GENERAL GEOGRAPHY.—The educational establishments of this Province are deeply indebted to Mr. Lovell for this excellent school-book. Hitherto our children have been instructed in the elementary principles of geography principally from American publications, the peculiar feature of which is, that everything relating to the United States is presented on a magnified scale, while other countries, including our own, are dealt with in a manner quite the reverse. In this work, a proper degree of attention is given to Canada and the other British Provinces, while the United States occupy that portion of space which they deserve relatively with other parts of the globe. As a text-book to assist in the prosecution of this essentially useful study, Lovell's General Geography efficiently meets the wants of our Canadian schools, and must very speedily come into general use throughout the Province. The information is derived from the most approved sources, and is arranged in a manner so systematic as to afford the greatest facility for both teacher and scholar.— *Quebec Gazette.*

M. Lovell a eu la complaisance de nous adresser un exemplaire de sa *General Geography*. Nous avons déjà reçu unéchantillon de ce bel ouvrage, et nos lecteurs savent comment nous l'avons apprécié. La Géographie telle qu'elle nous revient aujourd'hui dans son entier, est une amélioration notable sur l' échantillon dont nous venons de parler, et ce que M. Lovell vient d'accomplir est un très-grand effort pour le Canada. N'oublions pas surtout que M. Lovell a entrepris l' édition de ce coûteux ouvrage pour les écoles, et qu'il n' en pouvait attendre le succès qu'à la condition de le donner à un bas prix excessif. Or, c' est là qu'a été son succés. L'autre, la vente, lui est donc acquise d'avance.—*Journal de Québec.*

LOVELL'S GENERAL GEOGRAPHY.—Cette utile publication est maintenant prête à être livrée au commerce. Elle est accompagnée d'une centaine de lettres, adressées à l'éditeur, sur communication d'un premier tirage non encore complet. De ces lettres nous citerons celles de nos deux principaux dignitaires ecclésiastiques, qui vaudront mieux pour recommander l'ouvrage que tout ce que nous en pourrions dire. A ces hauts témoignages, nous ajouterons seulement l'expression de notre desir que cet ouvrage soit traduit en français pour l'usage de nos écoles françaises. [Here follows the letters referred to.]—*Le Canadien, Quebec.*

LOVELL'S GENERAL GEOGRAPHY.—We have received from the publisher a copy of a very useful Geography, for the use of Schools, by J. George Hodgins, LL.B., F.R.G.S. The work will be found a desirable text-book for children in Canada, Nova Scotia, New Brunswick, and other British Colonies, and we trust to see it adopted in our Schools in preference to those generally imported from the United States.—*Daily Prototype, London, C. W.*

LOVELL'S GENERAL GEOGRAPHY.—We have before us a copy of an important work devoted to the interests of education: we allude to Lovell's General Geography, by J. Geo. Hodgins, LL.B., F.R.G.S. We have looked through the work carefully, and with pleasure commend it to the notice of parents and teachers, school trustees and others, who have the youth of our country under their charge. We congratulate the Author on his valuable contribution to the cause of education, and Mr. Lovell, the enterprising publisher, on his public spirit in the introduction of the work. We can only hope it may prove as remunerative to him in a commercial sense as it must be invaluable to the interests of education in the British North American Provinces.—*Daily Free Press, London, C. W.*

LOVELL'S GENERAL GEOGRAPHY.—This is one of the most useful works ever issued from the Canadian Press. The plan following that of Morse, is made much superior by being considerably enlarged and improved. In Morse we find a great lack in the description of the British American Provinces, while that of the United States is carried to a much greater extent than is necessary for any but Americans. In Lovell's a greater prominence is given to North America, together with a truer and more concise account of Europe, and without those bombastic allusions and sneers to be found in Morse. The work is thus rendered more useful and interesting as a text book for our Canadian Schools, and should therefore have the preference. The text of the work is by J. G. Hodgins, LL.B., F.R.G.S., to whom great credit is due for its conciseness, accuracy and lucidness of style.—*Ottawa (C. W.) Gazette.*

We hail with much pleasure the appearance of this new School Geography, not only because it is of Canadian authorship, and published by a Canadian, whose zeal and enterprise for the promotion of native industry is well known from end to end of the Province, but chiefly because it is one in every respect adapted to the use of Canadian youth, a work in which British North America has that prominent place in the Geography of this Continent, to which it is so justly entitled. We rejoice in the appearance of this new and excellent compendium of Geography. It is truly as complete a summary of geography as could well be condensed into the compass of 100 pages. The arrangement is lucid and such as to convey as large an amount of information in as few words as possible, and the numerous maps and pictorial illustrations aid greatly in the accomplishment of this end. As a manual of Geography for the use of young Canada it reflects the highest credit on the learning, industry and research of the Deputy Superintendent of Education, and one which will prove an incalculable benefit to the country. We earnestly hope that the work will be as soon as possible introduced into all our Schools until it completely supersedes Morse's inferior and very objectionable production, which we long to see *remorselessly* expelled from every home and school-house in British North America.—*Cobourg (C. W.) Star.*

LOVELL'S GENERAL GEOGRAPHY.—This splendid product of Canadian enterprise has been forwarded us by the publisher, and as a specimen of art far exceeds any thing of the kind we have ever before had the pleasure of perusing. It is the most complete and interesting work of the kind ever published, and we have no doubt will be appreciated as such by the people of Canada.—*Cobourg (C. W.) Sentinel.*

THE CANADIAN PRESS ON LOVELL'S GENERAL GEOGRAPHY.

LOVELL'S GENERAL GEOGRAPHY.—We have had the above book on the shelf for some time, a copy having been kindly furnished us by the publisher. Nothing has been more needed for our schools, than a good Geography. This work gives very ample details of Canada and of the other British Provinces. Its statistical tables are of the very latest compilation, and very exact. Sufficient attention is paid to the rest of the world to warrant the work being called a good General Geography. We have no hesitation in recommending it to the favorable notice of Teachers and friends of education generally.—*Cobourg (C. W.) Sun.*

We have to thank the publisher for a copy of his new Geography. It supplies a want long felt in Canadian Schools, of a text-book sufficiently extensive and varied for general purposes, and yet British Canadian in tone. The present work has been published at great expense, and we hope to see Mr. Lovell amply rewarded for his enterprise. He has done more than perhaps any other man in Canada to foster home manufactures. The maps for this work have been prepared by draughtsmen in Canada, the paper and type is our own manufacture, the engraving is mostly by Walker of Montreal, and the printing Mr. Lovell's own. The arrangement of the varied contents, for conciseness, is admirable.—*Conservative Messenger, Prescott, C. W.*

We are in receipt of Lovell's General Geography, and can add little to what has already been said in its favor. It is very neatly, and as far as we have examined, correctly executed, and timely fills a great lack in this Province of some work, giving sufficient importance to this portion of Her Majesty's dominions. This feature of the work alone, should secure for Mr. Lovell's Geography a place in every School in the Province.—*Independent, Belleville, C. W.*

The Publisher will accept our thanks for a copy of his exceedingly useful work. It has long been a source of wonder and surprise that a Geography for the use of Canadian Schools has not been published to take the place of those American Editions, which convey to the minds of the youthful student the idea that the United States, if not composed of the whole world, are at least the greatest portion of it. The work before us will assist in dispelling this illusion, for while the Author gives due prominence to that great country, he has not forgotten the rest of the world. To Canadians this is an invaluable work, as it is the only Geography that has ever done justice to Canada and the other British Provinces. We hope soon to see it supersede all other editions in our private and public schools. Canada owes a debt of gratitude to the publisher, and we trust he may be amply remunerated for his enterprise in supplying Canada with a school book so much desired.—*Intelligencer, Belleville, C. W.*

Our thanks are due to Mr. Lovell, for a copy of his Geography. Having given it a careful perusal, we unhesitatingly pronounce it the best for the use of Canadian Schools. It is got up in a neat style, like all of Mr. Lovell's publications. It is designed principally for use in the Provinces containing a vast deal of information respecting the British possessions on this Continent. The page containing the clocks of the world will be found of great service. We hope to see this work well patronized.—*Port Hope (C. W.) Messenger.*

LOVELL'S NEW GEOGRAPHY.—Mr. Lovell's Geography gives a good space to Canada, and at the same time deals fairly with every other portion of the known world; it therefore ought to have the patronage of all the Boards of Education, and thousands of adults would receive a great amount of instruction by obtaining a copy. As a book of reference it is invaluable. It contains one hundred and fifteen cuts and fifty-one maps.—*Windsor (C. W.) Herald.*

Mr. Lovell has established another claim upon the good will and support of the educationists of Canada, by the issue of a General Geography for Canadian Schools. The work is the preparation of Mr. Hodgins, the Deputy Chief Superintendent of Education; and, from the hasty glance we have taken at it, and the high encomiums which have been bestowed upon it by the Canadian press, we feel warranted in extending to it the fullest recommendation. We know of no book more wanted in Canada than a good Geography. We hope to see this new work at once introduced into all our schools.—*Peterborough (C. W.) Review.*

LOVELL'S GENERAL GEOGRAPHY.—We can at once pronounce the Geography the most correct,—certainly the best adapted for School use,—we have ever seen; and we hope soon to see it on every School desk in the country. In Lovell's edition, Canada has the prominence she deserves, which will have the desirable effect of, at least, teaching our youth to regard their country as something more than an unimportant strip of land fringing the northern borders of the "Great Republic." Mr. Lovell deserves the sincerest thanks of the Canadian public for his enterprise in supplying us with a reliable series of books for our Schools. —*Examiner, Peterborough, C. W.*

With great pleasure we call public attention to a new General Geography, just published by Mr. John Lovell. This is a Canadian work, and is published in a style which would do no discredit to the first nations of the world. It gives due prominence to Canada and the other British Provinces, a desideratum not to be found in any other Geographies extant. The printing is excellent, the engravings and maps are good, and many of the leading scholars of Upper and Lower Canada have written to Mr. Lovell, guaranteeing its correctness, and praising its appearance.—*Dumfries Reformer, Galt, C. W.*

LOVELL'S GEOGRAPHY.—The want of a good reliable Geography o our country has been long felt, but it has never been supplied until now through the enterprise of Mr. John Lovell, who has just issued a work that is really a credit to the Province. The typography is good, and the maps are finished in the best possible style. Heretofore school-children have learned more of the neighboring Republic than of Canada, in consequence of the Atlases, etc., in use being all American productions. We feel sure that our teachers, and others having charge of schools, will give Lovell's Geography the preference, and cause it to be used almost exclusively in the educational establishments of the country. —*Evening Journal, St. Catharines, C. W.*

We have to acknowledge the receipt from Mr. John Lovell, of a copy of a new School Geography, just issued by that enterprising publisher, and compiled by J. G. Hodgins, LL.B., F.R.G.S. We have examined it carefully, and find that in the matter made use of, the general arrangement of the work, the maps and illustrations, it is superior to any Geography now in use. The want of a Geography of this kind has long been felt in Canada, and it should immediately be introduced into all the schools in the country. It is as complete and perfect in every respect as any work of the kind can well be. It only needs to be seen to recommend itself to all teachers and trustees throughout the country. Mr. Lovell deserves the thanks of the country for his enterprise in having published such a useful and valuable work. —*Perth (C. W.) Courier.*

LOVELL'S GENERAL GEOGRAPHY.—We have much pleasure in recommending this work for the use of schools; it is what has been wanted by the Canadian public, and we hope that Mr. Lovell's enterprise will meet with that encouragement it so well deserves. Heretofore Canadian children have been compelled to study a *foreign* geography, in which our noble country was not represented as it is, so minutely and truthfully, in the work before us.—*York Herald, Richmond Hill, C. W.*

Mr. Lovell, the enterprising publisher of Montreal, has conferred upon the people of British North America a lasting obligation, by furnishing them with a School Geography especially adapted to their local wants. For although a Geography for any section should embrace a general description of all countries, it is essential that every student should be supplied the means of making himself thoroughly acquainted with his own country. This want is now supplied to Canada and the other British Colonies in the work before us. We cannot, perhaps, do greater justice to the work than by giving our readers the opinions expressed of it by two well-known former teachers in Sherbrooke, after an examination of the proof sheets: A. Robertson, Esq., says: "I think your Geography better adapted for schools than any one I have seen used in the Province, and trust you may succeed in getting it generally introduced." J. S. Sanborn, Esq., says: "It is just what I have been longing to see in Canada for many years, and I hope its general adoption in the Schools of both sections of the Province will remunerate your outlay in getting it up, which cannot be small. You certainly deserve the thanks of all who desire the improvement of our Canadian youth."—*Sherbrooke (E. T.) Gazette.*

LOVELL'S GENERAL GEOGRAPHY.—This is the title of a new Geography just issued by Mr. John Lovell, whose efforts in the way of issuing a new series of school books suitable for Canada and other British Provinces have already met with much commendation. The work in question does not purport to be a history, but to give in a brief compass a satisfactory *resumé* of geographical knowledge of all parts of the world, and gives equal prominence to the British Colonies, which have generally been but very meagrely noticed in works of this kind. From an examination of the work we should think it well adapted as a text book for schools in Canada.—*Stanstead (E. T.) Journal.*

We have to thank the enterprising publisher for a copy of this work. Like all publications from the same establishment, the typographical appearance of the Geography is perfect. The schools of Canada having always been dependent upon British or American Geographical text-books, it must be extremely gratifying to all interested that a Canadian Geography has at last been issued, which, while on every subject it embraces the accuracy and completeness of foreign books, gives to Canada and the British North American possessions generally, that degree of notice to which they are entitled, and which it is particularly necessary the youths of our schools, at least, should be more thoroughly acquainted. The various departments of Physical and Political Geography, Natural History, &c., &c., are all treated by the Author in a manner which their importance demands. Altogether we consider the Geography one of the best extant, and hope it will soon supersede, in the schools throughout the Province, the use of all similar publications.—*News, St. Johns, L. C.*

THE CANADIAN PRESS ON LOVELL'S GENERAL GEOGRAPHY.

Mr. Lovell is deserving of great commendation for the energy and enterprise he manifests in the publication of his series of books for Canadian Schools. We have long hoped that the Province would become self-reliant—assert its own dignity and its own right to publish books for its own schools. Lovell's General Geography is a Canadian wonder. In fact it is just such a manual as we would wish to see introduced into every school in Canada.—*Richmond (C. E.) Guardian.*

Geographie de M. Lovell.—Nous accusons avec reconnaissance réception de l'excellente et utile Géographie que M. John Lovell a eu la bonté de nous envoyer. L'établissement de M. Lovell de Montréal est trop bien connu pour que nous parlions du mérite typographique de cet ouvrage qui sous ce rapport ne laisse rien a désirer. Ce livre, dont l'auteur est J. G. Hodgins, LL.B., F.R.G.S., outre les notions générales sur la géographie, renferme des tables, des statistiques précieuses, et bien propres surtout à intéresser les enfants. D'excellentes gravures ornent cet ouvrage; et à part les cartes des différent pays, nous avons remarqué avec plaisir des vues des diverses villes du Haut et du Bas-Canada, et des principaux monuments européens. Cette géographie est destinée à rendre un grand service à l'education primaire des enfants, et pour se convaincre de son utilité, il ne suffit que lire les différents témoignages donnés à M. Lovell par les Eveques catholiques et protestants et les hommes remarquables du pays. Nous soubaitons à M. Lovell le succès dû a son mérite. Il serait a désirer que cette Géographie fut traduite en français.—*Courrier de St. Hyacinthe.*

Nous prions M. Lovell d'agréer nos plus sincères remerciments pour l'envoie de sa magnifique Géographie Générale, et nous le félicitons en même tems d'avoir publié un ouvrage destiné a être aussi utile aux écoles élementaires. Cette Géographie a mérité l'approbation des Evêques catholiques et protestants de Montréal et de bon nombre de nos principaux citoyens. Nous espérons que M. Lovell recevra, par la vente de cet utile ouvrage, tout l'encouragement qu'il mérite à si juste titre. Ce n'est pas le premier service important que M. Lovell rend au pays par la publication d'ouvrages utiles et nous espérons bien que ce ne sera pas le dernier. Aussi le public ne doit pas être insensible aux efforts que fait ce citoyen utile dans l'intérêt de l'avancement de l'éducation en ce pays.—*Gazette de Sorel, C. E.*

Nous accusons réception avec beaucoup de plaisir, d'un exemplaire de la Géographie de M. Lovell. Nous avons parcouru rapidement ce magnifique ouvrage, et nous avons vu qu'il est le résultat d'un grand travail; cette géographie sera d'une grand utilité dans toutes les écoles élémentaires et rendra l'etude de cette science facile et agréable. Elle est ornée de mappemondes peintes et d'illustrations qui donnent une haute importance à cet ouvrage dont l'exécution et la typographie ne manqueront pas de faire honneur à l'auteur et lui procureront l'encouragement qu'il mérite.—*L'Ere Nouvelle, Three Rivers.*

Lovell's General Geography.—We have been favored with a copy of this excellent work. After a careful examination we give our most hearty concurrence to the general opinion of the press, which universally pronounce it the best work extant for Canadian Schools. The work has been carefully compiled for the publisher, who, after much labor and expense has produced the work which has been so long regarded as an indispensable guide-book for the use of Canadian youths. No other Geography contains such a store of information respecting the British North American possessions, and none other does equal justice to the territorial extent and boundaries of the United Provinces of Upper and Lower Canada. It also gives ample information of the country occupied by our Republican neighbors, as well as a general description of the other divisions of the world, with excellent maps and engravings. It is an invaluable work, and we hope soon to learn that it has superseded those American publications which does the British North American possessions so much injustice. Government will doubtless give it their official sanction to become the text-book for Canadian Schools. The publisher richly deserves the thanks of the Canadian people for giving them such an amplified idea of the country in which they live. We wish the work every success.—*Huntingdon (C. E.) Herald.*

Lovell's General Geography.—We have to thank the enterprising publisher for a copy of this work. Like all publications from the same establishment, the typographical appearance of the Geography is perfect. The schools of Canada having always been dependent upon British or American Geographical text-books, it must be extremely gratifying to all interested, that a Canadian Geography has at last been issued, which, while on every subject it embraces the accuracy and completeness of foreign books, gives to Canada and the British North American possessions generally, that degree of notice to which they are entitled, and with which it is particularly necessary the youths of our schools, at least, should be more thoroughly acquainted. The various departments of Physical and Political Geography, Natural History, &c. are all treated by the Author in a manner which their importance demands. Altogether we consider the Geography one of the best extant, and hope it will soon supersede, in the schools throughout the Province, the use of all similar publications.—*Advertiser, Waterloo, C. E.*

Lovell's General Geography.—We are indebted to the enterprising publisher for a copy of this very opportune work. Mr. Lovell has done much towards advancing the educational interests of the country, but we question whether any of his former efforts equals this one in importance or excellence. The Geographies in use in our Common Schools and Academies at present are anything but adapted to the wants and necessities of the scholars. Being prepared before this part of the great Northern Continent was even properly explored, much less correctly estimated or understood, they are extremely deficient in all that relates thereto; and as a consequence, pupils must necessarily acquire very imperfect and erroneous ideas of this important part of the earth's surface. To remedy this state of things is the object aimed at by Mr. Lovell in the work before us; and that he has succeeded in an eminent degree is evident to the most casual inspector of his General Geography. While a due importance is allowed to North America, however, the other parts of the world are not neglected. We sincerely hope this work will be introduced into all our schools at an early day, and that Mr. Lovell may meet with the reward his enterprise and public spirit justly entitle him to.—*Eastern Townships Gazette, Granby, C. E.*

Lovell's General Geography by J. Geo. Hodgins, LL.B., F.R.G.S.—Mr. Hodgins has conferred no small boon on the youth of the British American Provinces, by the publication of this very excellent school manual of Geography. The work is compiled from the latest and best authorities, and its typography and pictorial embellishments merit all praise. It is illustrated with numerous maps, views of the principal cities and places of interest in the Province, and contains a variety of brief tabular views. We cannot doubt but Lovell's Geography will speedily supersede Morse's in all our public schools.—*Guelph (C. W.) Herald.*

Lovell's General Geography.—The want of a work of this kind to do justice to the Colonies, has long been felt in our public schools, and this want, under the supervision of J. Geo. Hodgins, LL.B., F.R.G.S., author of "Geography and History of the British Colonies," the publisher has met in the present work. It appears, from the opportunity we have had of examining it, to be the result of a great deal of labor and expense. We trust the enterprising publisher will receive that cordial support to which the merit of his publication entitles him.—*Guelph (C. W.) Advertiser.*

Lovell's General Geography.—It is with no small pride we announce the fact that a General Geography of the World, with a fair proportion of its contents devoted to a description of Canada, has been published, and is offerred to the public. It has been a standing grievance with those of truly national desires, that this country has so long been forced to patronize publications of American manufacture, and with tendencies strongly Republican. That great evil need exist no longer; and it becomes the duty of those at the head of our educational concerns—Superintendents, Teachers, and Trustees—to encourage this new work.—*Times, Woodstock, C. W.*

Lovell's General Geography.—This is the name of a work before us of which Canada has long been in want. It is full of valuable information, is beautifully printed, elegantly illustrated, and is well worth the small price claimed for it—one dollar.—*Mail, Niagara, C. W.*

Lovell's General Geography.—After a careful inspection of this Canadian work, we unhesitatingly pronounce it to be a valuable boon conferred upon the youth of the British American Provinces. We would strongly urge upon every parent the importance of Lovell's General Geography for family instruction. Price only $1.—*British Constitution, Fergus, C. W.*

Lovell's General Geography.—The above work given to the public by J. G. Hodgins, LL.B., F.R.G.S., appears, on inspection, to be a valuable addition to our stock of Canadian School Books. Perhaps no book was more wanted for school use than a good Provincial Geography. Mr. Hodgins' work is free from dwarfing the interests of any people, but large attention is given where most needed—to Canada and the sister Colonies. The contents appear to be just the thing wanted; from the large display of superior wood-cuts, embracing views of native and foreign buildings, towns, &c., we expect much intellectual good. We hope it will receive the attention from the Canadian public that its merits justly entitle it to. We invite the attention of School authorities and teachers to this new Geography.—*Argus, Chatham, C. W.*

Lovell's General Geography.—This book supplies a want which has been long felt. Its plan and arrangement are both admirable, and while it has the recommendation of brevity, it is a full and complete geographical work. In these respects as well as in mechanical execution and literary ability, it excels all works of the kind hitherto produced. The numerous maps and illustrations are all executed with care and artistic skill, and the definitions and the Mathematical Geography contained in the introductory chapter are of themselves invaluable. As a Canadian work, the result of Canadian enterprise, and Canadian talent, the country has reason to be proud of its Canadian Author, and Canadian publisher. The book deserves a national success, to obtain which it requires only to be known. The price is only one dollar.—*Whitby (C. W.) Chronicle.*

THE CANADIAN PRESS ON LOVELL'S GENERAL GEOGRAPHY.

Mr. Lovell's series of Canadian School Books is, we think, the *most valuable* addition to Canadian works ever published. Our youth in schools and colleges have had till now to study from American or English Geographies, History, &c.; the former giving the usual one-sided and incorrect view of matters, and the latter insufficient in details. Of all this series the last one published—Lovell's General Geography—is a most valuable acquisition. It is not what may be called perfect without a fault, but as it is strictly correct, and not at all one-sided, its only fault—of not being large enough in regard to other countries—is easily passed over, and the work is certainly one of inestimable value.—*Press, Whitby, C. W.*

LOVELL'S GENERAL GEOGRAPHY.—This is the title of the first Geography ever issued by a Canadian, and which, being published by Mr. John Lovell, Montreal, who has obtained a deservedly wide celebrity for School-Book making, we may safely predict its being adopted as a text-book in all the Schools and Colleges throughout the Province. It is got up in the style of Morse's Geography, and its appearance certainly does credit to the Publisher. Like all of Lovell's School Books, it begins at the root—it supposes the pupil to know nothing of the subject, and therefore every detail and particular is set forth and explained, so that the most obtuse scholar will be able to get on with his lessons. Being designed more particularly for use in these Provinces, it contains a greater amount of information concerning the British possessions on this Continent than any previous work of the kind, although we think more might be added without interfering with the other divisions. It should be made a point with all students of Geography to acquire a perfect knowledge of their own country before passing on to others.—*Gananoque (C. W.) Reporter.*

LOVELL'S GENERAL GEOGRAPHY.—We have received a copy of the above work from the publisher, Mr. John Lovell, and, after examining it, are of opinion that it is the best publication of the kind ever issued. Mr. S. Cowan, Principal of the Omemee Grammar Scoool, has also examined it, and he approves of it so well, that it is his intention to bring it into general use in his school. No doubt it will be introduced into all our schools in a very short time. Mr. Lovell deserves very great credit for the manner in which it is got up.—*Omemee (C. W.) Warder.*

LOVELL'S GENERAL GEOGRAPHY.—This is the title of a new Geography for the use of Schools. We make no doubt it will be brought into general use in this Province, as a much larger space is devoted to Canada, than in any Geography now before the people. It is well printed, and got up in an excellent form.—*New Era, Newmarket, C. W.*

LOVELL'S GENERAL GEOGRAPHY.—This is the book which has been so long wanted in our Common Schools. It contains an immense quantity of valuable information, Mr. Hodgins having done his duty patiently and well, as all that is wanted for every day information, regarding any portion of the globe, is here to be found, indeed, if printed in a more book-shelf form, it would be a great friend to the old as well as the young. As it is, we highly commend this Geography, being excellent beyond all competitors. Author and publisher having done their utmost to produce the best School Book in Geography we have seen. We recommend all Teachers immediately to introduce it into their Schools, as we have no doubt that the Council of Public Instruction will now forbid the use of the foreign work, of which we have so much reason to complain.—*Cayuga (C. W.) Sentinel.*

We have received a copy of a new Geography, just issued from the publishing house of Mr. John Lovell. Canadians have long since felt the want of a reliable Geography for schools, and whilst the Americans have, as a general thing, made such ones as would bring their own country before the student, as large as possible, it has excluded that reliable information of other countries which would naturally be looked for in such a publication. The English ones also have failed to give those minute descriptions of countries which is so necessary for the advancement of the rising generation. Mr. Lovell's endeavors to produce a Geography that would contain all the information which could possibly be desired, has, we think, been entirely successful.—*Picton (C. W.) Gazette.*

A VALUABLE BOOK.—We have seldom derived greater pleasure from the reception and perusal of a book than that afforded by an examination of a new work issued from the press of John Lovell, and entitled, "Lovell's General Geography." It is from the pen of J. Geo. Hodgins, LLB., F.R.G.S., the talented author of several valuable contributions to our Canadian school literature. The want of just such a book has long been felt in Canada, and the supply leaves nothing to be desired. It is not only a home production, but one whose utility and perfect adaptation to our wants constitute its principal value. It is surprisingly complete in those tables and minute descriptions which render a work on Geography valuable for reference, while at the same time it is sufficiently condensed as completey to answer its proposed end as a school book. The portion devoted to British North America is sufficiently extensive for general purposes, and lacks those opprobrious political allusions which deform American works of this kind. These 100 pages contain a great quantity and variety of information, some of which cannot be found in so accessible a form elsewhere; and not only as an exhibition of Canadian literary progress, but as a beautiful and appropriate sample of Canadian art, we must congratulate the publisher on this very opportune and praiseworthy donation to the teachers of youth in Canada. The printing and engraving are almost faultless. The definitions are clear and well adapted to the purposes of instruction, while the arrangement is so natural as to aid the memory and incite the learner by the easy and pleasing style of the descriptions. Nearly every man of any literary eminence in Canada has expressed a very high appreciation of Lovell's General Geography, and we hope to see it immediately adopted as a text-book in every school throughout the land.—*British Flag, Brighton, C. W.*

LOVELL'S GENERAL GEOGRAPHY.—This Geography supplies a want that has been long and severely felt in this country, we having to depend entirely on our American neighbors for a meagre share of information regarding the British Provinces, &c. This evil is at last remedied in the work before us—a work which, while it does not ignore the existence and full description of the States, is most essentially British in character. The explanatory and descriptive matter is of the most useful and comprehensive order. In short it is just the text-book for our Canadian schools.—*Welland Reporter, Drummondville, C. W.*

LOVELL'S GENERAL GEOGRAPHY.—After much care and attention in the examination of this Geography, we have come to the conclusion that it is the best Geography published, and we can conscientiously recommend it to the attention of Teachers of Schools in Canada. The maps are many; they are well executed and neatly colored. The table of clock faces, too, showing the "time of day" in various parts of the world, is not only curious but decidedly useful, and the description of the Continent of America is far superior, in our opinion, to Morse's or any other American Geography published. We are well pleased to see that Canada and the other British North American Provinces have received so much attention—an attention which is much deserved, and which they have not hitherto received from American Authors. The countries of Europe and other quarters of the globe, too, are well considered, and the habits and customs of the people, their industrial and agricultural products, and the principal animals which inhabit those countries are well considered and described. Altogether, we consider it the best Geography—especially for Canada—ever published, and we recommend it to the careful consideration of School Teachers and heads of families, as the one most fitted for the use of the youth of this Province.—*Maple Leaf, Sandwich, C. W.*

We have received a copy of this work and earnestly recommend its general adoption in our Schools.—*Essex Journal, Sandwich, C. W.*

LOVELL'S GENERAL GEOGRAPHY.—We have received a copy of this highly creditable work,—another instance of the enterprising character of Mr. Lovell. As a complete Geography and Atlas, this new work is superior to any other extant, and is just what was very necessary in our Canadian Schools, into which we hope to see it at once introduced, to the exclusion of the American editions now in use. We are pleased to see this work, if it were for no other reason than that the British American Provinces have received that attention from the Author to which they are entitled.—*Perth Standard, St. Mary's, C. W.*

We have to acknowledge the receipt of a copy of Lovell's General Geography. Such a work has hitherto been a desideratum in Canada. Our magnificent Provinces, which in American Geographies are generally passed over as if merely a speck on the Continent, have for the first time received due prominence. The maps are distinctly and beautifully colored, the text concise and well arranged, the engravings are well executed, numerous and significant. In short we are convinced, though we have been able to give its pages only a cursory examination, that it will not suffer from a comparison with any similar work before the public, either in the manner in which it is got up, in arrangement, or extent of information, and it is certainly a more suitable text-book for Canadian schools than any hitherto published.—*True Banner, Dundas, C. W.*

LOVELL'S GENERAL GEOGRAPHY.—This is doubtless a work of more than ordinary merit, and contains a greater amount of useful information than we have ever seen compressed into so small a compass. It is in every respect a most excellent elementary work, and admirably adapted for the use of schools, and we hope to see it universally adopted as the School Geography of Canada.—*Brampton (C. W.) Times.*

LOVELL'S GENERAL GEOGRAPHY.—We most cordially commend to the attention of Teachers and Trustees this work. A more comprehensive systematic school book of the kind has never been published. J. Geo. Hodgins, LL.B., F.R.G.S., is the author. It begins as it ought to do, with Canada, and is in matter, illustration, execution and general comeliness, a credit to the country. We trust it will forthwith supersede every other Geography in Canadian schools.—*Norfolk Messenger, Simcoe, C. W.*

LOVELL'S GENERAL GEOGRAPHY.—At length we have a class-book on Geography that is an honour to Canada, and the most useful and elementary work that ever was read in a School or a private house. This work deals fairly and honestly with all nations and peoples, and to Canada it

is fair, patriotic and discriminative, but at the expense of no other country. It is illustrated in every page by splendid engravings. Some of these are exquisitely got up. The written matter is also so entertaining, that while our youth are gaining most valuable information in perusing the book, they are fascinated as with a delightful story. In every feature of this work is exhibited accuracy and fairness; and we pronounce it the most valuable book that ever issued from a Canadian press,—an honour to its Author, and most highly creditable to its publisher. We may add that this Geography has received the highest commendations from most of the eminent Scholars and Teachers in Canada.—*Galt (C. W.) Reporter.*

Lovell's General Geography.—We find the work all that can be desired for the Elementary Educational Institutions in the British American Provinces. A Geography like the one before us has long been a desideratum required by the youth of Canada. It is now a subject of congratulation, that the enterprising Canadian publisher, Mr. Lovell, is printing and publishing a course of home productions in the shape of School Books, which will challenge comparison for compilation, illustration, typography, and general features, with anything of the kind emanating from the American publishers. In the work before us, the introductory portion will be of great value to the young learner, and the artistic illustrations profusely illuminating its pages, will possess the attraction of rivetting the attention of the youthful student to the lessons engaged in. The work is one of high excellence, and we trust will be adopted as a standard in all Educational institutions in our country. It ought to have a place in every house in Canada.—*Carleton Place (C. W.) Journal.*

Lovell's General Geography.—This is the title of a new General School Geography, lately issued from the press of Mr. John Lovell of Montreal, who has acquired great reputation as an enterprising publisher of School Books, and what is of more consequence, good school books. The present work commends itself at once to the attention of parents and teachers, by the manner in which Canadian Geography is treated. "Morse's" which at present is the only Geography used in our Schools is objectionable on account of the meagre information it furnishes in regard to British American Geography, and the undue prominence that is given to that of the United States. This defect is of course obviated by the work under consideration. Mr. Lovell deserves the thanks of all interested in the education of the young, for this new contribution to our supply of school books furnished by native talent. —*Waterloo (C. W.) Chronicle.*

Lovell's General Geograhpy.—We have received a copy of this work from the enterprising publisher. It is designed as a text-book for schools and from the cursory glance we have been enabled to give, should pronounce it superior to Morse's and others now in use. It is beautifully embellished with colored maps and cuts of the important places of every country. Although strictly cosmopolitan in character, Canada receives its due share of attention, a deficiency observable in other works of this kind. To those engaged in educational pursuits we commend Lovell's General Geography.—*Northern Advance, Barrie, C. W.*

Lovell's General Geography.—We are indebted to the enterprising publisher, for a copy of the above work, edited by J. G. Hodgins, LL.B., F.R.G.S. The work is very ably edited and exceedingly well got up. Altogether the work will be found very useful and interesting, not only to our school population, but also to those of older growth, many of whom had no opportunity of obtaining such a work in their school days. It much resembles Morse's Geography in appearance, but is infinitely superior in adaptation to *our* schools, for which it is designed as a text-book—devoting as it does, a large space to each of these Provinces, as also to the whole British empire. Our County Board of Education, and our Town and Township Trustees should see that this work is at once introduced into all our Schools, to the exclusion of all others.—*Spirit of the Age, Barrie, C. W.*

The arrangement of the maps and matter is admirable, and well calculated to make the study attractive to the learner. We hope to see it soon take the place of those works upon the subject usually imported from the United States, as it is peculiarly adapted to Canada, Nova Scotia, New Brunswick, and other British Colonies. It is published at the low price of *one* dollar.—*St. Mary's (C. W.) Argus.*

Lovell's General Geography.—It is with no ordinary feelings of pleasure we hail the appearance of the above named work. Firstly because it is a work which was much needed by Canadian youth, inasmuch as it gives a proper amount of space in maps, illustrations and information to Canada and the other British Provinces, which large and important sections of the globe are crowded into a single page in American geographies, while the United States are minutely illustrated and described; and secondly because it is a Canadian work. The text of the Geography is from the pen of J. G. Hodgins, LL.B., F.R.G.S. The publishing of an original Geography is an exceedingly expensive undertaking, but we trust it will meet with such a warm reception from the Canadian and British American public as to save the enterprising publisher from loss.—*Oshawa (C. W.) Vindicator.*

We have received a copy of Lovell's General Geography. The want of such a book as this has long been felt in the Schools of Canada, as neither American nor English published geographies give that detailed information respecting the British North American Provinces which is desirable. The work is well executed in all its departments, and the publisher certainly deserves the thanks of the Canadian public for this valuable addition to our school literature. We doubt not Mr. Lovell's exertions will be duly appreciated, and that the work will soon be introduced into our Schools.—*Napanee (C. W.) Standard.*

Lovell's General Geography.—Dieser von Lovell in Montreal herausgegebene Schulatlas nebst Geographie verdient den Vorzüg vor allen, die bisher in unsern Schulen angetroffen wurden. Besonders empfiehlt er sich durch deutlichere Karten und Abbildungen und namentlich auch durch eine genaue Beschreibung der brittischen Provinzen, die bisher zu stiefmütterlich behandelt wurden.—Canadischer Bauernfreund, Waterloo, C. W.

Der Verfasser dieser nützlichen, besonders für Common-Schulen passenden Geographie ist in Canada als Schulmann rühmlichst bekannt und hat schon früher eine Geographie und Geschichte von Britisch Amerika und den andern Colonien herausgegeben, welche der Rath für die öffentliche Belehrungssache zum Gebrauch in den kanadischen Schulen empfohlen hat, und wünschen wir, daß dieses neue Werk, Morse's Geographie, welche in unseren Schulen eingeführt ist und die unsere Provinz nur oberflächlich und leichthin behandelt, verdrängen möge.—Das Werk liegt zur Einsicht für Jedermann in unserer Offize auf.—Canadisches Volksblatt, Neu-Hamburg, C. W.

Eine General-Geographie, herausgegeben von John Lovell in Montreal ist kürzlich erschienen und liegt ein Exemplar davon im Buchstore zur Ansicht bereit. Sie ist weit vollständiger und besser als die bisher im Gebrauche seienden Schul-Geographien. Sie enthält über hundert Seiten eng gedruckt und reich an Inhalt, nebst vielen Karten und Illustrationen. Auch eine Zeittafel, welche genau die Verschiedenheit der Zeit in allen Hauptstädten Europas und Amerikas vergleichend angibt, ist eine sehr erwünschte Beigabe. Jedem Schüler der Geographie ist die Anschaffung dieses Werkes dringend zu empfehlen, und wir sind mit Vergnügen bereit, Bestellungen darauf anzunehmen. —Der Beobachter, Preston, C. W.

Lovell's General Geography.—We have great pleasure in hailing the appearance of a new work, from the publishing house of Mr. John Lovell of Montreal, bearing this title. The Maps are new, and are accompanied by very comprehensive descriptions, making the work at once valuable and comprehensive. We hope to see this Canadian enterprise encouraged.—*Ingersoll (C. W.) Chronicle.*

Lovell's General Geography.—We have received from the enterprising publisher, a copy of a new Geography, which is edited by J. G. Hodgins, LL.B., F.R.G.S., and is decidedly the best one of the kind yet published in this country. The work is embellished with numerous excellent illustrations, and the compilation of the maps, which have many superior advantages over the hackneyed edition of Morse, appears to have been made a subject of scrupulous care and attention. The work is admirably got up, and is well adapted to the wants of Canadian youth. One very important feature we observe, is the just prominence it gives to the British Provinces and dependencies, something which has been in a great measure ignored by the one-sided and incomplete works with which American publishers have filled Canadian book-stalls. We hope to see this Geography, so essentially Canadian and so well fitted to impart a lucid and succinct knowledge of that useful department of study, introduced into our Common Schools, and generally adopted by teachers and instructors in the Canadas.—*Berlin (C. W.) Telegraph.*

We are in receipt of Lovell's General Geography, and can add little to what has already been said in its favor. It is very neatly, and as far as we have examined, correctly executed, and timely fills a great lack in this Province of some work, giving sufficient importance to this portion of Her Majesty's dominions. This feature of the work alone, should secure for Lovell's Geography a place in every School in the Province.—*Shannonville (C. W.) Advertiser.*

Lovell's General Geography.—As far as the British Provinces are concerned, the days of Morse's Geography are numbered. To the enterprise of Mr. Lovell and to the talent of J. G. Hodgins, LL.B., F.R.G.S., we are indebted for a repertory of geographical knowledge which gives due prominence to those countries in which it is principally intended to be used, without disparagement to other countries; and which breathe the spirit of cosmopolitanism without doing violence to the feelings of loyal Britons.—*Canadian Post, Beaverton, C.W.*

We have received a copy of Lovell's General Geography, and, after having looked through it with care, have no hesitation in pronouncing it one of the best of the kind extant. This excellent book, which is creditable to any printing establishment, is well adapted to the use of our Canadian Schools.—*Markham (C. W.) Economist.*

Lovell's General Geography.—It is with much pleasure that we hail the appearance of this able and useful publication. Hitherto the only knowledge of Geography which the youth of the British Provinces wanted, had to be gleaned from American publications, in which nothing was said of our own country; or from English works in which

THE CANADIAN PRESS ON LOVELL'S GENERAL GEOGRAPHY.

the little that was said was so imperfect, or put together in such a careless manner, as to render it useless so far as Canada and the other British provinces were concerned. In Mr. Lovell's work we have not only accurate descriptions with full and reliable maps of other countries, but everything pertaining to our own land that the student of Geography requires. A lengthy experience in the work of teaching, and a careful perusal of the volume is sufficient to convince us that it cannot fail to supply a want which the teachers and youth of Canada have long felt. The book is got up on an admirable plan. The letter-press so full, yet not overcrowded in such a manner as to task the student's memory; while the maps, by far the most important part of a geography, are equal to any that we have ever seen. They have been made expressly for the work, and are not taken from old and worn out copper-plates, as is the case with many American works of this kind. It is useless for us to attempt to point out the advantages of this volume. It meets a want which nothing has hitherto supplied, and we are convinced that it will work its way into the houses as well as the schools of our land along with others of Mr. Lovell's valuable Series of School publications. We give it our most cordial approval and hope it may meet with the success it so well deserves.—*Weekly Dispatch, St. Thomas, C. W.*

LOVELL'S GENERAL GEOGRAPHY.—This is a very beautiful and useful Geography, just issued at the low price of $1. The Geography was compiled by J. GEORGE HODGINS, LL.B., F.R.G.S., with great care, has 51 superior colored Maps, 113 beautiful engravings, and a table of clocks of the world. It is just the work wanted and we have in it a true representative of our magnificent Province. The plan of the work is excellent and we feel assured that it will soon become a favorite text book throughout our educational institutions.—*Grand River Sachem, Caledonia, C. W.*

Lovell's General Geography having been placed on our table, we have carefully examined it and have much pleasure in stating, that in our opinion, it is better adapted for the use of schools in this country than any other text book of the kind we have seen. Since, while it by no means neglects the Geography of the other countries of the world, that of Canada occupies the most prominent position, a matter of great importance to Canadian pupils. We therefore hope the book may meet the circulation it so decidedly deserves.—*Paris (C. W.) Star.*

LOVELL'S GENERAL GEOGRAPHY.—We have closely examined this new school book, and we are led to the conclusion that it is the most valuable and comprehensive work of the kind, for the use of schools, that could be put into the hands of our students. It is the first School Geography ever yet offered to us in which Canada—our own country—meets with an equal share of detail with other countries. In our old Geographies, Canada was turned off with a single page or two of consideration, while the United States and territories, their governments and institutions, occupied two thirds of the work. In the work before us we find full justice done to Canada, her climate, productions, &c., and her chief towns and places of note amply illustrated by engravings, while the descriptions of all other countries and states are full and comprehensive. It is a succinct and comprehensive statement of the astronomical relations and physical features of the earth that we find in no other Geography. It must at once become a standard school book.—*Whitby (C. W.) Watchman.*

We have to acknowledge the receipt of a new General Geography, from the well known publishing house of Mr. John Lovell, of Montreal. Its merits are many, and its claims on Canadian Patronage are *imperative:* inasmuch as it is the only Geography published on this continent that adapts itself to the wants of Canadian Schools and families. As a work of Art it does infinite credit to the enterprise of the publisher, and it is incumbent on every lover "of this our Canada" to purchase this work, which fills up the great gap in our list of National School Books, and which has been so meritoriously achieved by Mr. Lovell. May his success as a publisher be second only to his enterprise.—*Huron Signal, Goderich, C. W.*

LOVELL'S GENERAL GEOGRAPHY.—We have received a specimen number of this excellent work, and having looked over and examined it carefully we are fully convinced that it will prove to be of great utility in our Schools. It should be highly prized by Canadians, not only because it is a Canadian work; but because in addition to its giving a satisfactory knowledge of all parts of the world, it gives a fair portion of prominence to the British Colonies which have generally been sadly neglected in works of a similar kind. The maps found in it are got up in a splendid manner, and many of the leading ones are frequently enhanced by condensed information on the margins. Many splendid cuts have been introduced into the work, representing in a striking manner all the animals of the different parts of the world, the leading cities of the world, the manners and costumes of the people, also a great variety of others showing many objects most remarkable in nature and art. These maps and cuts give the work great attraction and interest, contributing at the same time not a little to its utility. Altogether the book reflects the greatest credit upon Mr. Hodgins, who has been before the public before in a similar way; and also upon Mr. Lovell for the zeal and enterprise displayed in its publication. It certainly reflects the greatest possible credit upon them; and the public owe them a great debt of gratitude for having brought before them a work which has long been much needed, not only in Canada but everywhere. We would highly recommend it to our schools, for we are certain it will be found a book of great usefulness. We wish every success to its learned author, and *natty* publisher, and hope it will not be the last book of the kind they will lay before the public.—*Brantford (C. W.) Courier.*

We have not the least doubt that Lovell's General Geography will completely displace Morse's work and be introduced into all our Schools.—*Kemptville (C. W.) Observer.*

LOVELL'S GENERAL GEOGRAPHY.—This work is admirably adapted for general use in our Common Schools. From the prominence given to Canada, without being too vague or concise with regard to other countries, it is infinitely better suited to supply the requirements of Canadian youth than any American publication of the kind. The maps are elegantly and correctly drawn and colored; the letterpress is unexceptionable, and without being too voluminous, is sufficiently full in detail to serve the purposes of a text-book for Common Schools. The publication of this valuable addition to our present list of school books is highly creditable to Mr. Lovell, and we have no doubt it will soon be generally adopted for use in our public schools.—*Brant Expositor, Brantford, (C. W.)*

LOVELL'S GENERAL GEOGRAPHY,

BY J. GEORGE HODGINS, LL.B., F.R.G.S.,

EMBELLISHED WITH

51 Superior Coloured MAPS, 113 Beautiful ENGRAVINGS, and a Table of CLOCKS of the World.

THIS GEOGRAPHY is designed to furnish a satisfactory *resumé* of Geographical knowledge of all parts of the World, and to give equal prominence to the BRITISH COLONIES, concerning which such meagre information is generally found in works of this kind. It will be found a suitable Text-Book for children in CANADA, NOVA SCOTIA, NEW BRUNSWICK, NEWFOUNDLAND, PRINCE EDWARD ISLAND, the EAST and WEST INDIES, AUSTRALIA, &c.

The Geography is on Sale at the Bookstores in the principal Cities in ENGLAND, IRELAND, and SCOTLAND—In CANADA, NOVA SCOTIA—NEW BRUNSWICK—NEWFOUNDLAND—PRINCE EDWARD ISLAND—The EAST and WEST INDIES—AUSTRALIA, &c.

PRICE $1.

R. & A. MILLER are the General Agents for the sale of this Book throughout CANADA, and will supply the Trade on advantageous terms.

Montreal, August, 1861. JOHN LOVELL, *Publisher.*

LOVELL'S SERIES OF SCHOOL BOOKS.

THE undersigned, having long felt that it would be highly desirable to have a Series of Educational Works prepared and written in Canada and adapted for the purposes of Canadian education, begs to call attention to the Books with which he has already commenced this Series. These works have met with a very general welcome throughout the Province; and the Publisher feels confident that the eulogiums bestowed upon them are fully merited, as considerable talent and care have been enlisted in their preparation.

LOVELL'S GENERAL GEOGRAPHY will, it is hoped, form a very valuable addition to this Series. While it has the advantage of being prepared in Canada, and fully represents its geographical features, at the same time it embraces a sketch of every other country; and thus, while it contains all the information comprised in other works of the same kind relating to older countries, the different British Colonies, in those works but indifferently pourtrayed, are here delineated with due regard to their extent and position and to the importance of the acquisition of a correct knowledge of these Colonies, not only to the children educated in them but to every student in Geography. The Maps illustrating this work have been prepared with the greatest care by draughtsmen in Canada, and will be found to have been brought down to the latest dates.

CANADA DIRECTORY OFFICE, Montreal, May, 1861. JOHN LOVELL, *Publisher.*

SCHOOL BOOKS RECENTLY PUBLISHED BY JOHN LOVELL.

NATIONAL ARITHMETIC, in Theory and Practice; designed for the use of Canadian Schools. By JOHN HERBERT SANGSTER, Esq., Mathematical Master and Lecturer in Chemistry and Natural Philosophy in the Normal School for Upper Canada.

"The Council of Public Instruction having had submitted to them for approval, 'Sangster's National Arithmetic,' have much pleasure in viewing it as an important addition to Canadian School Books; and while they direct its adoption in the Normal and Model Schools, they strongly recommend its use in the Public Schools of Western Canada."

ELEMENTARY ARITHMETIC, in Decimal Currency; designed for the use of Canadian Schools. By JOHN HERBERT SANGSTER, Esq., Mathematical Master and Lecturer in Chemistry and Natural Philosophy in the Normal School for Upper Canada.

"The Council of Public Instruction having had presented for their approval 'An Elementary Arithmetic in Decimal Currency' for the use of Schools, by J. H. Sangster, Esq., have much pleasure in acceding to the request, and recommend it accordingly."

KEY TO THE NATIONAL ARITHMETIC, containing the solutions of all the more difficult Problems. By JOHN HERBERT SANGSTER, Esq., Mathematical Master and Lecturer in Chemistry and Natural Philosophy in the Normal School for Upper Canada.

NATURAL PHILOSOPHY, PART I., including Statics, Hydrostatics, Pneumatics, Dynamics, Hydrodynamics, General Theory of Undulations, the Science of Sound, and the Mechanical Theory of Music; designed for the use of Normal and Grammar Schools, and the Higher Classes in Common Schools. By JOHN HERBERT SANGSTER, Esq., Mathematical Master and Lecturer in Chemistry and Natural Philosophy in the Normal School for Upper Canada.

Mr. Sangster's high reputation as a teacher and scholar, will ensure for the Natural Philosophy a place in all our Canadian Schools.—*Peterborough Review.*

THE GENERAL PRINCIPLES OF LANGUAGE; OR, THE PHILOSOPHY OF GRAMMAR. By T. JAFFRAY ROBERTSON, Esq., M.A., Head Master of the Normal School, Upper Canada.

ENGLISH GRAMMAR MADE EASY, and adapted to the capacity of Children, in which English Accidence and Etymological Parsing are rendered simple and attractive. By GEORGE G. VASEY.

OUTLINES OF CHRONOLOGY, for the use of Schools. Edited by MRS. GORDON.

I have carefully looked through your "Outlines of Chronology," and I have no doubt that its usefulness will soon be acknowledged generally, and especially by those engaged in teaching. It is quite a *multum in parvo*. I shall have much pleasure in recommending it.

J. HELLMUTH, D.D.

THE CLASSICAL ENGLISH SPELLING BOOK; in which the hitherto difficult art of Orthography is rendered easy and pleasant, and speedily acquired. Comprising all the important Root-Words from the Anglo-Saxon, the Latin and the Greek, and several hundred Exercises in Derivation and in Verbal Distinctions. By GEORGE G. VASEY.

The following is from an eminent Professor in Montreal:—

I have looked carefully over the 'Classical English Spelling Book, by George G. Vasey,' and can speak in the highest terms of the plan upon which it is constructed.

To Teachers it will be invaluable: and even to those who are not directly engaged in teaching, it will be acceptable on account of the information connected with the origin of the words of our language which it contains. I shall do all I can to recommend it, and trust it may have a wide circulation.

WM. HICKS,
Professor, McGill Normal School.

IRISH NATIONAL SCHOOL BOOKS:
The First Book of Lessons.
The Second Book of Lessons.
The Third Book of Lessons.
The Fourth Book of Lessons.
The Fifth Book of Lessons.

These Books are printed from New Stereotype Plates, on good paper, and are well bound.

PINNOCK'S IMPROVED EDITION OF DR. GOLDSMITH'S HISTORY OF ENGLAND, from the invasion of Julius Cæsar to the death of George II. With a continuation to the year 1858, with questions for examination at the end of each section, besides a variety of valuable information added throughout the work, consisting of Tables of Contemporary Sovereigns and of Eminent Persons; Copious Explanatory Notes, Remarks on the Politics, Manners, and Literature of the Age, an Outline of the Constitution, &c., &c., illustrated with numerous Engravings. By WM. C. TAYLOR, LL.D., of Trinity College, Dublin, author of Manual of Ancient and Modern History, &c., &c. *First Canadian Edition.*

THE ELEMENTS OF ELOCUTION, designed for the use of Schools. By JONATHAN BARBER, Member of the Royal College of Surgeons, London; Professor of Oratory in the University of M'Gill College, Montreal.

BOOK-KEEPING by Single and Double Entry, for the use of Schools, exemplified in three sets of Books, and adapted to the use of the Farmer, Mechanic, Retail Tradesman, and the Merchant, with a variety of useful Commercial Forms. By JOHN G. DINNING.

IN PRESS:

ELEMENTARY TREATISE ON ALGEBRA, designed for the use of Canadian Grammar and Common Schools. By JOHN HERBERT SANGSTER, Esq., Mathematical Master and Lecturer in Chemistry and Natural Philosophy in the Normal School for Upper Canada.

IN PRESS:

NATURAL PHILOSOPHY, PART II., including Chemical Physics, or the Physics of Heat, Light and Electricity, with numerous Practical Questions and Exercises, designed for the use of Normal and Grammar Schools, and the higher Classes in Common Schools. By JOHN HERBERT SANGSTER, Esq., Mathematical Master and Lecturer in Chemistry and Natural Philosophy in the Normal School for Upper Canada.

IN PRESS:

KEY TO THE ELEMENTARY ARITHMETIC, containing the Solutions of all the more difficult Problems. By JOHN HERBERT SANGSTER, Esq., Mathematical Master and Lecturer in Chemistry in the Normal School for Upper Canada.

IN PREPARATION:

EASY LESSONS IN GENERAL GEOGRAPHY, for the use of Younger Pupils; being introductory to Lovell's General Geography. To be Embellished with Maps and Illustrations. By J. GEORGE HODGINS, LL.B., F.R.G.S.

IN PREPARATION:

A SCHOOL HISTORY OF CANADA, AND OF THE OTHER BRITISH PROVINCES, with Illustrations. By J. GEORGE HODGINS, LL.B., F.R.G.S.

R. & A. MILLER, Montreal and Toronto, are the General Agents in Canada for the Sale of Lovell's Series of School Books.

Montreal, August, 1861. JOHN LOVELL, *Printer and Publisher.*

3 2044 102 792 272